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ABSTRACT

This two-volume notebook is part of a three-volume set containing strategies developed by experienced adult basic education (ABE) teachers in response to learning problems observed in their classrooms. Instructions on how to use the notebook with students with learning disabilities (LD) begin each volume. Volume 1 consists of these seven sections: what learning disabilities are; basic principles for teaching LD learners; glossary of terms; executive function; behavioral issues; basic reading; and reading comprehension. Sections 5-7 each contain an index to subtopics (problems), "what you need to know about" that topic, and subtopics or problems with strategies. Volume 2 consists of these five sections: reading to adolescents and adults; writing; spelling; math; and oral language. Sections 8-12 all have the same components found in Sections 5-7. Appendixes to Volume 2 contain spelling rules, syllabication descriptions, sample exercises, and a 48-item bibliography. (YLB)

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ED 442 000

Vol
1

INSTRUCTIONAL STRATEGIES TO BENEFIT ADOLESCENTS AND ADULTS WITH LEARNING DISABILITIES

A TWO VOLUME SET

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Young Adults with Learning Disabilities Project-YALD
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YALD was funded to develop and provide training and resources for adult education practitioners in the areas of assessment, instruction, and curricula modification for young adults with learning disabilities.

YALD
June, 1997

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HOW TO USE THIS NOTEBOOK

The **TEACHING STRATEGIES NOTEBOOK,** Volunes 1 and 2, is half of a two notebook set. Its companion is the **ASSESSMENT AND SERVICES NOTEBOOK.** Both notebooks were written by the YALD TEAM of Western Massachusetts, a group of experienced ABE teachers. The strategies were developed in response to learning problems TEAM members observed in their classrooms. Some of the strategies were designed by the TEAM, others result from study of educational literature on learning disabilities and effective practice.

To demonstrate how to access this Notebook, we have selected a real student with learning problems.

First, pinpoint the academic subjects being impacted by learning problems, then identify learning weaknesses and strengths. Describe the difficulties in academic performance.

Cathy, a pre-GED student, has difficulty in several subject areas. We need some strategies for reading comprehension.

Cathy's Reading Comprehension Problems:
1.) Limited general vocabulary and fund of general knowledge
2.) Trouble remembering information or ideas from the beginning of a paragraph to its end (memory)
3.) Difficulty with long or complex sentences (syntax)
4.) Doesn't attend to small words (function words) (of, for, this....) or to word parts (morphemes) (-ing, -ed, -ly)

We need strategies for #3: long-complex sentences

Second, locate the subject in the Table of Contents. For Cathy, the subject is READING COMPREHENSION noted with a ● dot, and under it is listed - Syntax. Go to the tabbed section "READING COMPREHENSION" where there is a Comprehension index. First, read "What You Need To Know About Reading Comprehension", then proceed to the sub-topic, syntax.

Third, turn to the subject of Syntax, page VII-29. Here you will find a listing of specific types of syntax problems and the page numbers for remediation strategies. Note that strategies for Cathy's problem, long-complex sentences, are listed on pg. VII-31.

When the problem is one which crosses all academic areas, check the indices for several subjects. For instance, memory problems affect Cathy's difficulties in more than one subject area. See: READING COMPREHENSION Index - Memory, MATH Index for memory problems affecting math, SPELLING Index for spelling difficulties due to memory.

As you read, you may see strategies repeated in more than one section; this is because the strategy is appropriate for more than one problem.

We invite you to add your comments and strategies to this NOTEBOOK; please see the next page.

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An Invitation

The Teaching Strategies Notebook is intentionally a looseleaf notebook because it is a "work in progress". We sincerely hope that from your own experience as classroom teachers you will add to it strategies which you have found worthwhile. Then, if you will also mail a copy of them to the address below, they will be disseminated periodically. We would appreciate your comments on the value of teaching strategies you try out, and how you adjust them to fit individual situations. Through such sharing, we can enrich ABE instructional practice.

Mail additional strategies and comments to:

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WHAT ARE LEARNING DISABILITIES?

Learning disabilities are a group of disorders of presumed neurological origin which interfere with the acquisition, integration and performance of verbal and/or non-verbal skills. They are not due to limited intelligence, educational, or economic disadvantage, vision or hearing deficits, mental or emotional difficulty.

Learning disabilities vary both in the ways they are manifested, and their severity. Although learning disabilities are chronic, they do not get worse, nor do they mean that the individual "can't learn". It only means that learning must occur in a non-standard way, almost certainly with greater effort, and that accommodations may be required.

Learning disabilities affect primary areas of cognitive function: attention, discrimination, memory, perceptual-motor abilities, conceptualization. These functions underpin performance in a range of academic and life tasks, such as development and use of language, mathematics, organizational ability, social behavior, self-awareness.

Specific Language Learning Disability, SLLD, is the broad title given to learning disability as it impacts the acquisition and use of language. Listening, speaking, reading, writing, spelling, and math may be affected. When SLLD is discussed in the narrower context of reading, it is usually referred to as dyslexia.

SLLD is the most prevalent of the diagnosed learning disabilities. It is the major area of difficulty in 70% to 80% of diagnosed learning disability cases. However, language development and use are also impacted by attention and memory problems, spatial and motor difficulties. The overlap is especially apparent in young adults and is a challenge to both educators and clinicians, to say nothing of the LD individuals themselves.

I. CHARACTERISTICS of THE SUCCESSFUL LD ADULT

An important study has identified the characteristics of successful LD adults and the prime motivation for their success. Classroom environment and instructional strategies that nurture the emergence of these characteristics can enable the students to gain a sense of control over their learning and achieve success in their adult lives. The characteristics that were identified are:

A Desire to Succeed Success begins with this. It implies that the individual believes that he or she is capable of success. For some students who have lost all confidence in their abilities, the first goal for instruction would be to demonstrate that the student can succeed.

A Goal Orientation The individual has clear personal goals with a realistic plan for accomplishing them.

An Understanding and Acceptance of their LD This is a lifelong process: growing to recognize, understand, coming to accept, and learning to deal with the learning difficulties and learning strengths.

Persistence The individual has a bulldog quality of hanging on, and not giving up in spite of difficulty, and a willingness to put in the extra effort necessary to be successful.

Selection of Academic, Work and Other Environments That Are Supportive This is the ability to choose environments that take into account student learning styles, utilize learning strengths, and minimize the effects of the learning difficulties.

Creativity in Problem Solving The individual learns, adapts, improvises, and uses personal strategies to successfully manage LD weaknesses, and utilize strengths.

Support Systems That Facilitate Achievement These include family, friends, role models, and mentors who support the LD individual without making him or her overly dependent.

A Strong Need to Take Control of Their Lives: The Core Motive For Working To Be Successful This is coupled with learned skills in decision making.

*** Characteristics of the Successful LD Adult is based on "Instructional Strategies for Long Term Success" by Reiff, Gerber, Ginsberg, Annals of Dyslexia, Vol. 44, 1994. (The entire article is well worth reading.)

II. BASIC PRINCIPLES FOR TEACHING AN LD LEARNER

Good teachers already employ many of the concepts we describe in this notebook. They represent excellent instruction for any student. However, for the LD student, adherence to these concepts is even more critical for learning success. LD specialists worldwide have, for many years, used these principles as the starting point for their teacher-training programs.

1. Begin instruction at point zero.

2. Teach in small, sequential steps - micro-unit.

3. Instruct in a spiral format, move constantly forward, but always circle back to learned material; teach -- go forward -- review -- teach.

4. Provide for overlearning; teach to the point of automaticity.

5. Use a multifaceted, multisensory approach to learning. Incorporate each modality in the learning activities: visual, auditory, tactile, and kinesthetic

6. Elicit correct responses from the students. Provide them with tools, not with answers.

7. Teach in different contexts to promote generalizations.

GENERAL STRATEGIES FOR TEACHING LD LEARNERS

- Be consistent. Teacher consistency provides a model for students.

- Be calm, but firm. Be fair, but stay on task. Simply being in school is traumatic for many LD students.
- Present instructions sequentially and in as few steps as possible.

- Present instructions in both auditory and visual modes.

- Start at a point that will allow immediate success.
- Build self-esteem by providing opportunities for ongoing success.

- Emphasize students' ability, working toward strengths.

- Show respect for students' intelligence.

- Be available to LD students; listen to them about their own learning.

- Demonstrate flexibility through enthusiasm for students' ideas and individual learning styles.

- Provide moral support, indicate belief that students are trying. Praise good effort without being falsely hearty.

- Recognize that LD learners may perform inconsistently. This may be neurological and not behavioral in origin.

- Keep any tutors who work with your students up to date about what is going on in the classroom.

- Do not be overwhelmed, recognize your own strengths and success as a teacher.

III. GLOSSARY OF TERMS

active working memory - that part of your memory which has the ability to hold several different components of a task for easy retrieval, while the whole of a task is being worked on

auditory perception - meaningful awareness of external auditory stimuli

automaticity - ability to recall a fact or employ a skill very quickly and with very little effort or attention

basic reading - reading at the 0 to 5.9 level as measured by assessments in phonics, oral reading, silent comprehension and sight vocabulary

cloze exercise - a fill-in-the-blank exercise in which the student has to supply the missing piece

compensatory strategies - methods employed to accomplish a task when the usual approach is not effective

concept - an idea that incudes all that is characteristically associated with or suggested by a term, such as "democracy"

concrete - non-abstract, often characterised by description of things, feelings, or events in physical terms. In math, this may refer to actual physical objects, or manipulatives.

diphthongs - a vowel pair producing a new vowel sound, which is neither long nor short. The vowel sound slides from one vowel to the other in the same syllable.
i.e. oi/oy = oil, boy ou/ow = out, cow

discourse comprehension - comprehension beyond the boundaries of just the sentence : paragraphs, passages, stories

executive function - the ability to monitor one's self in the process of carrying out a task; meta-cognition

functor/function words - a, the, an, of, to, for, words which have a job but no imageable meaning; they are often ignored or are interchanged by a dyslexic reader

generalization - taking a concept learned in one area and being able to use it in other areas

graphic organizers - tools to visually display different kinds of thinking processes

kinesthetic/tactile techniques - learning done through the sense of touch and/or the whole body

learning modality - the sense or style an individual uses to learn something new

learning rate - the amount of time required for a student to understand and make use of new concepts. An example would be, "short vowels come in closed syllables". The learning rate may accelerate as knowledge of the subject of which the concept is part, deepens.

manipulatives - solid, concrete objects used to teach abstract concepts

metacognition - executive function, understanding one's own learning and regulating it

micro-uniting - breaking a large concept that is to be taught into small manageable units

morphemes - the smallest meaningful units in a language found either in free form (load, pig) or bound form (unload, pigs) Morphology refers to the system of word formation in a language; includes the way in which morphemes are combined to build words.

multi-modal involvement - using as many senses as possible in every experience to reinforce learning

multi-sensory approach - using all the senses to teach a concept

nonsense syllables - syllables which conform to English spelling and pronunciation patterns and look like words but are not meaningful; used to teach phonetic concepts to students who have extensive sight vocabularies

pace of processing - the rate at which a learner processes and integrates information. Often, as the learner progresses in a subject area, the processing pace will pick up. However, for some students, a slower pace appears to be neurologically fixed.

perseveration of sound patterns - in the reading of words, especially in list form, the tendency to carry a sound into subsequent words where it does not exist:
hunt/gut becomes hunt/gunt

phantom letters - letters which appear out of nowhere when a person is reading, especially, l,r,n: chimney/chimley

reading tricks - strategies developed by dyslexic readers to get information out of a passage which is beyond their decoding ability

regularization of grammar - when an initial grammar error has been made by a student, the rest of the sentence is changed to make it agree grammatically: The boys run, becomes, The boy runs

retrieval memory - a capacity of active working memory: the ability to access or retrieve information that has been stored

reversals - flipping the letters within a word so that the word becomes a nonsense syllable or loses its meaning in a sentence: b turns into d or p and dad may become bad

saliency - importance or relevance to the topic or task

semantics - word meanings and relationships

schwa - a washed out vowel sound so that any vowel can sound like a short u, as the o in bacon and the a in about

scotopic sensitivity - a word coined by the Irlen Institute to denote a special sensitivity to the spectrums of light which can impair the fluency of affected readers

sequential steps - learning done in a logical, step-by-step format

spiral format - learning method which moves forward but always circles back to integrate previously covered concepts

word substitutions -
  meaningful - while reading a sentence, a reader substitutes a word of similar meaning for an original word: house for home

non-meaningful - while reading a sentence, a reader substitutes a word with no meaningful connection for an original word

subvocalization - reading a passage at the level of a whisper or murmur to oneself. It may help the reader understand the passage

syntax - the arrangement of words in a sentence

synthetic phonics approach - teaching awareness of the individual phonemes in a word and then slowly blending them together: two at a time, and then three and then more, building from the phonetic units within a word to the whole word - at, cat, prat, catch

visual grammar symbols - grammar marks such as the apostrophe, which means possessive, quotation marks which the reader must know indicates a direct quotation

visualization - picturing, in the mind, what is read; the mind "sees" in order to store and process information; people with good language comprehension can visualize concepts and form the imaged "big picture" of what they have read

visual organizers - graphic representations of information or concepts in order to aid comprehension and memory

visual perception - taking information in through the sense of sight

word labels - words arbitrarily picked to denote grammatical functions or definitions such as noun, verbs, adjectives and vowels and consonants; they are very hard for concrete learners to understand

IV. EXECUTIVE FUNCTION
Student Awareness and Control of the Learning Process

Executive function is the ability to understand one's own learning process, coupled with ability to consciously regulate that process. It is also called metacognition.

Parallels can be drawn between the two precepts above and the "awareness skills" that a good executive, a "boss", must have to follow tasks through to completion. An effective boss must:

1. Understand the process that he or she must employ for a task.

2. Develop plans to accomplish the task: organize information to clarify the "picture"; set the boundaries of time and space to produce the work necessary to complete the task.

3. Select specific strategies in response to task demands.

The good executive always sees the big picture, sets a substructure of tasks, and sees that they are done in the most effective sequence.

LD students often have trouble understanding their own learning process and thus, have trouble structuring the tasks that must go into the successful completion of an academic task, an assignment at work, or a course of study. If we apply the concepts of executive function to LD students, we can help the students design methods for their success. The following discussion is presented in two sections: TEACHERS' ROLES AND STUDENTS' ROLES.

TEACHERS' ROLES Teachers can help LD students develop executive function-set up the "boss".

1. **Teachers can explicitly teach what executive function is, how it works, and how it benefits the student.**

- Continue the process that began in assessment, of helping students understand and accept their particular learning difficulties and learning strengths.

- Help students recognize the learning styles and strategies that are successful for them. For example: The LD reader at the basic level must learn to access on his own the techniques that he has employed successfully in the structured language classroom.

- Show students how much more they are in control of their lives when their "boss" is in charge of making decisions, solving problems, setting goals, and seeing to it that tasks are accomplished.

- Teach decision making: analysis of a problem, possible solutions and their consequences.

- Teach problem solving techniques.

- Teach goal setting.
- Teach task analysis: showing that a goal is broken into a series of separate tasks with specific results that indicate the task has been completed.

2. **Teachers can model for students activities which allow executive function.**

- For ABE II, provide a written outline that will show students what they will be learning in the course of study. For ABE I make this outline oral and demonstrate it.
- Make all class requirements clear from the beginning, including written assignments, readings, and evaluations. Provide this in writing; go over it orally.
- Be sure that students understand not only the instructions for particular work, but also the **reasons for the work.**
- Give directions in an organized sequence so that students can see the steps that will help them manage their assignments.
- Encourage students to feel comfortable in asking questions.

3. **Teachers can engage students in the practice of activities which stimulate executive function development:**

- Lead class discussions of learning strategies to show how some strategies are better than others for each student.
- When a learning strategy has proven effective for a student, bring this to the student's attention by identifying the strategy and commenting on its success.
- Use simulated situations that encourage creative problem solving, that teach decision making: anticipation and prediction, inferences, and cause and effect.
    * "What if -X- happened? What would you do?"
    * Plan a hypothetical event: A fishing trip to Alaska, a coffee for a new neighbor, your child's 5th birthday party.
    * Have a Round Robin, where one student describes an event, another tells its probable cause, and a third predicts the next possible effect.
    * Map the consequences of two or more alternative decisions to a situation involving ethics.
- Set up activities that teach appropriate goal setting. Goals should be important to the student, clear, and achievable within a short time.

- Pick a specific goal and go through the process necessary to meet the goal:

  * Identify the tasks that must be accomplished to reach it.

  * Make a plan of action. What steps will be necessary to carry out the tasks? What resources will be necessary?

  * Put the plan into operation. Be aware that changes may be necessary.

  * Evaluate how well the plan worked.

- Introduce the use of self-monitoring check lists.

STUDENTS' ROLES Even with the best of assistance from teachers, students must accept responsibility for developing their own self-regulatory strategies. There are two areas of focus for students. The first is to gain an understanding of their own learning styles and the specific strategies that work for them in the classroom. The second is for them to be able to work on their own, reading at home or studying in their own learning environment.

To develop an understanding of their own learning styles, students must learn to question themselves. These questions will differ according to whether they are in basic reading, ABE II, or math etc.

Focus 1: Understanding their own learning styles and classroom strategies that are effective

Students at the ABE II Level and above can ask:

- Do I have a problem learning in a classroom with other students? If so, can I adjust to this by sitting in the front of the room or other seating change? By making an effort to avoid distractions? By asking questions?

- Do I know how to make notes in the margins of books or on paper? Can I remember and summarize what I have read?

- Am I comfortable telling the teacher that I do not understand? Do I always know when I am not understanding?

- Do I get and hold information and ideas best by picturing (visualizing) the material? Restating it? Drawing it? Diagramming? Does it help to use a calculator? A computer? Do I know how to review?

- How shall I decide what the important details are and how to remember them? Lists? Charts? Graphic organizers? Memory tricks? Chanting? Am I sure to go over my methods for recall with my classroom teacher or tutor?

- What kind of test format is best for me? Short answer? Multiple choice? Essay? Should I have a study partner? Am I able to talk to my teacher about being tested in a way that will show what I know?

Students at the ABE I Level can ask:

- If a sentence I'm reading doesn't make sense, do I stop and ask myself "Why?"
- Do I reread the sentence, checking for and stopping at any unfamiliar words? Can I read (pronounce) this word?
- If I can pronounce it, do I now what it means in this sentence? Can I look it up? Should I ask the teacher?
- If I cannot read (pronounce) it, do I have the strategies for figuring the word out?
- If there are no unfamiliar words, do I ask if the sentence goes with what came before in the passage or story? Is it the way that the sentence is put together that makes it hard for me to understand the ideas? How can I find out?
- If I am having difficulty reading (decoding) a single word, do I know how many syllables there are in the word?
- Can I break it into its syllables: Then can I use the rules to read (pronounce) the syllables?
- When I'm writing, can I tell myself to let the spelling go because it isn't important to getting my first thoughts down on paper?

Focus 2: The second area of focus is for students to determine the conditions that enable them to read or study effectively at home or in their own learning environments.

Students can ask:

- Have I set aside specific times of day to work or read, and do I stick to them?
- Do I have a quiet, well-lighted space to work? Do I know whether music is an aid or a distraction?
- Are all the tools I need - books, pencils, paper, dictionary - within reach?
- Is my looseleaf notebook for keeping my problem word lists, rules, personal writing checklists, within reach?
- Have I negotiated with the people I live with to ensure that I have private time and space?

SECTION V.
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BEHAVIORAL ISSUES

What You Need to Know About Behavioral Issues

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Negative Self-Concept 1

Risk/Work Avoidance 4

Poor Attendance 5

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*** ANGER BASED PROBLEMS**

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Oppositional Behavior 8
Behavior opposing classroom rules, expectations

Demonstrated Anger 9
Overt expressions of anger

Depression 10
Anger turned inward

*** ATTENTIONAL PROBLEMS**

External Distractability 11
Distracted by auditory or visual stimuli

Internal Distractability 12
Distracted by own thoughts

Hyperactivity 13
Excessive thoughts, words, actions

Impulsivity 14
Lack of impulse control

*** CONTROL PROBLEMS**

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Behavior not appropriate in school setting

Rigidity 16
Lack of flexibility in work, routine, materials

Lack of Self-monitoring 17
Lack of self feedback about performance

*** PERFORMANCE PROBLEMS**

Failure to Generalize a Specific Skill Within the Learning Environment 18
Does not transfer knowledge from one situation to another

Variable Performance 19
Performance fluctuates from day to day

Memory Problems 20
Difficulty memorizing times tables, vocabulary, rules, concepts

Information Overload/Mental Effort Depletion 21
Problems with complexity, volume, pace

Difficulty Following Directions 22

Poor Organizational Skills 23

V. BEHAVIORAL ISSUES

What You Need to Know about Behavioral Issues

Many LD students with significant disability who have struggled through several grades of school show the effects of their disabilities in their behavior. The behavior may be a positive force, or it may be a problem; it may be obvious or subtle; of concern more to the student than to the teacher or class. The teacher must learn whether the behavior is a direct result of neurological differences or of the emotional stresses of the disability in order to respond appropriately.

Behavior that causes trouble in the classroom may be of the hostile-aggressive sort, which gets the student in trouble immediately; it may be the less physically intimidating, chronic oppositional behavior, or even oppositional behavior that is so passive it is difficult to recognize, such as lack of serious effort, feigned boredom, poor attendance. An LD student with attentional problems and hyperactivity may, entirely without malice, disrupt other students' work by talking, interrupting, being constantly in motion.

Examples of behavior that may be more of a problem for students themselves are "learned helplessness" (fear of risk taking), the inability to sustain attention, withdrawal (ranging from lack of interaction in class, to substance abuse, excessive TV etc.), chronic disorganization, forgetting.

The teacher's best strategy is knowledge of the student's LD and a strong relationship with the student. Through understanding, support, and this sometimes challenging relationship, LD students can be helped to understand and accept themselves, and to learn the positive behaviors that produce success.
See Assessment and Services Notebook: Emotional Environment; Academic Environment; Counseling

V. BEHAVIORAL ISSUES
SELF-ESTEEM PROBLEMS
Strategies for Negative Self-Concept

1. Plan each lesson to ensure success.

2. Minimize the likelihood of mistakes as much as possible. You don't want to create incorrect neural pathways, which will require effort to erase.

3. Teach that mistakes are opportunities for learning rather than reasons for criticism.

4. Respond to errors in a positive way: "That's almost perfect"; "The first and last parts are just right, now let's fix the middle." In this way the teacher guides and provides the tools for the student to find the right answer. Never just give the answer. That doesn't help the student.

5. Send the message that **success is measured by the process of mastery**, shown by persistence of effort and by improvement of skills, rather than by a perfect product.

6. Accept all reasonable attempts as successes.

7. **Always** emphasize the positive in students' performances.

8. Do not use red pens or a traditional marking system.

9. Emphasize the number correct - not the number wrong - on a paper.

10. File student test results; do not keep them in the student's work folder.

11. Do not use grade levels from test scores. Use percentile ranks instead.

12. Have the student write five positive things about himself or herself.

13. Have each class member write five positive things about other classmates.

14. Construct a timeline of the student's life that emphasizes successes.

15. Prepare an "accomplishments" list with the student. Start with something that was accomplished:
    - a. before school age
    - b. in elementary school
    - c. in Jr. High
    - d. in High School
    - e. within the last year
    - f. within the last month

SELF-ESTEEM PROBLEMS

Strategies continued:

16. Have the student share with the class, another student or the teacher, something he or she does well.

17. Offer positive verbal reinforcement. Correct errors in a positive way.

18. Initiate a student-of-the-month program that highlights an individual student's accomplishments.

19. Present yourself, the teacher, as an imperfect learner.

20. Individualize instruction.

21. Expose the student to successful LD adults as role models.

V. BEHAVIORAL ISSUES
SELF-ESTEEM PROBLEMS
Strategies for Risk and Work Avoidance

1. Adapt learning materials to insure success.

2. Minimize the likelihood of mistakes as much as possible. You don't want to create incorrect neural pathways, which will require effort to erase.

3. Teach that mistakes are opportunities for learning rather than reasons for criticism.

4. Respond to errors in a positive way: "That's almost perfect"; "The first and last parts are just right, now let's fix the middle." In this way the teacher guides and provides the tools for the student to find the right answer. Never just give the answer. That doesn't help the student.

5. Encourage risk taking. Students will learn that mistakes are not cause for criticism, but are an integral part of the learning process. In this way, success is redefined.

6. Send the message that **success is measured by the process of mastery**, shown by persistence of effort and by improvement of skills, rather than by a perfect product.

7. Give short, clear assignments.
8. Make use of high-interest materials.

9. Throw out complicated, unclear workbook material in the student's presence.

10. Offer much verbal praise and encouragement.

11. Emphasize and keep a record of past successes.

12. Make sure the classroom environment is one where students feel secure and supported and only non-threatening teaching approaches are used.

13. Use alternative teaching strategies, i.e. a computer, tape recorder, games, interactive materials.

V. BEHAVIORAL ISSUES
SELF-ESTEEM PROBLEMS
Strategies for Poor Attendance

1. Make sure the classroom environment is one where students feel secure, accepted and competent, and there is a positive student-teacher relationship.

2. Engage the student in a discussion exploring the reasons of his or her absences.

3. Relate the learning tasks to student life goals.

4. Make sure the student experiences success from the beginning.

5. Teach that mistakes are opportunities for learning rather than reasons for criticism.

6. Send the message that success is measured by the process of mastery, shown by persistence of effort and by improvement of skills, rather than by a perfect product.

7. Give students the responsibility for some classroom activity, in line with their interests or skills.

8. Make use of high-interest materials.

9. Initiate a student-of-the-month program, highlighting an individual student and emphasizing his or her positive class attendance.

10. Expose the students to successful LD adults as role models.

11. Give individual incentives for attendance.

12. Set up a "sign-in" and "sign-out" system to promote accountability.

13. Use a calendar as a visual aid to record attendance.

14. Have the students graph their attendance as visual records. Remind them that progress is dependent on good attendance.

15. Send notes or make phone calls of concern about absences.
16. County Houses of Correction: Use "good time" to reward good attendance.

17. Refer the student to counseling.

V. BEHAVIORAL ISSUES
SELF-ESTEEM PROBLEMS
Strategies for Frustration/Persistence

1. Help students set the internal goal of personal improvement, rather than relying on the approval of another person. The goal of improvement should be in line with what the student believes he or she can accomplish.

2. Micro-unit: break all new learning into component parts and teach each component separately.

3. Give short, clear assignments.

4. Provide frequent breaks.

5. Work one-to-one with the student.

6. Use alternative teaching strategies, i.e. a computer, tape recorder, games, interactive materials.

7. Make use of high-interest materials.

8. See that students are rewarded for persistence of effort rather than only for results.

9. Remind students of their progress and past successes.

10. Maintain portfolios for each student with samples of successful work of increasing difficulty to show progress resulting from persistence.

11. Return student work with recognition for effort. Encourage them in persisting to improve it. Suggest how to accomplish this.

12. Give individual incentives for completed work.

13. Offer positive verbal reinforcement.

V. BEHAVIORAL ISSUES
ANGER BASED PROBLEMS
Strategies for Negative Attitude Toward School

Find out why the students have a negative attitude toward school. Tell them that you can understand their reasons and that many of them are justified. Let them know, however, that this experience will be different.

1. Establish a positive teacher-student relationship.

2. Have the student experience success as quickly as possible: Demonstrate that success is measured by the process of mastery in small steps, rather than by a perfect product.

3. Assist the student in realistic goal setting by setting up situations that teach appropriate goal setting. Goals should be important to the student, clear and achievable within a short time.

4. Incorporate the student's own goals in the learning.

5. Invite student involvement in lesson planning.

6. Use journal writing as a catharsis.

7. Discuss attitude and its possible causes if the attitude persists.

8. Ask classmates to apply positive peer pressure to promote a positive attitude toward school.

9. Make use of high-interest materials.

V. BEHAVIORAL ISSUES
ANGER BASED PROBLEMS
Strategies for Oppositional Behavior

1. Establish a positive teacher-student relationship.

2. Provide appropriate choices.

3. Help students set their own goals and work together to determine the tasks necessary to accomplish them. This would include: the internal goal of personal improvement, rather than relying on the approval of another person. The goals should be in line with what the student believes he or she can accomplish.

4. Incorporate student goals in the learning.

5. Use teacher-student contracts to describe what each party is responsible for doing.

6. Emphasize the student's responsibility for his or her own behavior.

7. Use assignment sheets.

8. Reinforce appropriate behavior positively with tangible and intangible reinforcers, i.e. computer time and verbal praise.

9. Form a teacher-student partnership to address problem behaviors together.

10. Maintain portfolios for each student with samples of successful work of increasing difficulty to show progress resulting from persistence.

V. BEHAVIORAL ISSUES
ANGER BASED PROBLEMS
Strategies for Demonstrated Anger

1. Discuss with the student the causes for the anger and how to put it into perspective. (Write it out - talk it out - get it out approach.)

2. Have the student write about why he or she is angry and what can be done.

3. Modify assignments, classroom seating, and expectations on difficult days. Have the student work on something which he or she does well, which give pleasure, or is mechanical.

4. Consider reading aloud to students when one is very upset. The distraction will allow the student to cool off and put things into perspective so the problem may be discussed.

5. Refer the student to counseling.

V. BEHAVIORAL ISSUES
ANGER BASED PROBLEMS
Strategies for Depression

1. If the depression is serious enough for the teacher to be aware of it, the student should be referred to the counselor.

2. Discuss the student's sad/hopeless feelings with him or her to get some idea of their extent.

3. Find out what the student has done to resolve the situation causing the depression. What would the student like to do?

4. Brainstorm creative solutions to the problem.

5. Help the student create a positive action plan.

6. Use journal writing as a catharsis.

7. Maintain a communication log between the teacher and student.

V. BEHAVIORAL ISSUES
ATTENTIONAL PROBLEMS
Strategies for External Distractibility

Problems in maintaining consistent attention may be neurologically based, emotionally based, or both. They are highly associated with LD and are common especially in the young LD adult population.

1. Simplify the learning environment, i.e. uncluttered walls and tables.

2. Arrange seating away from doors, windows, other students, facing a wall, etc.

3. Make use of study carrels.

4. Minimize noise levels.

5. Limit classroom traffic flow.

6. Provide students with all necessary materials at the beginning of class to minimize disruptions.

7. Teach self-monitoring techniques for students to stay focused on task.

8. Provide reinforcement for task completion within flexible time limits.

9. Make use of high-interest materials.

10. Allow use of **instrumental** music via earphones if that helps block out distracting sounds.

11. Individualize instruction

12. Provide headphones for the students using a computer with voice component.

V. BEHAVIORAL ISSUES
ATTENTIONAL PROBLEMS
Strategies for Internal Distractibility

1. Teach self-monitoring techniques to increase student self-awareness. Ask the student to write in journal what exactly is going on in his/her mind that pulls him/her away from class. Then use these journal entries as a self-check on behavior. Give short assignments initially with gradual increase in length.

2. Provide controlled choices for the student within an assignment to vary and increase stimulation.

3. Make use of the computer and other alternative forms of instruction.

4. Make use of high interest materials.

5. Assign special projects which utilize the students particular interests or skills.

6. Involve students in lesson planning.

7. Give short assignments initially with gradual increase in length.

8. Assist the student in setting realistic goals for tasks and provide positive reinforcement for meeting the goals.

9. Use time limits with positive reinforcement for all attempts to stay on task as well as for when task completion-but allow the student to move around room when feeling that he/she is "drifting off".

10. Provide positive reinforcement for all attempts to push past previous limits.

11. Use journal writing.

12. Engage in controlled discussion with the teacher.

13. Use one-on-one instruction whenever possible.

14. Refer to counseling.

V. BEHAVIORAL ISSUES
ATTENTIONAL PROBLEMS
Strategies for Hyperactivity

1. Give short assignments.
2. Develop with the student individualized self-monitoring checklists with behaviors that are distracting to others and/or hinder the students's academic progress.
3. Allow physical mobility.
4. Provide alternative seating.
5. Give one on one instruction.
6. Allow the student to organize his or her own work schedule.
7. Refer the student to counseling for possible referral for Attention Deficit Hyperactivity Disorder (ADHD) evaluation.

V. BEHAVIORAL ISSUES
ATTENTIONAL PROBLEMS
Strategies for Impulsivity

1. Teach self-monitoring to increase the student's awareness of his or her own work habits.

2. Teach explicitly, detailing exactly what is expected of the student and when.

3. Stress careful checking of all work, especially multiple choice formats.

4. Provide time for proofreading of written work.

5. Sensitize the student to the effect of his or her behavior on others.

6. Teach the student to verbalize before taking physical action.

V. BEHAVIORAL ISSUES

CONTROL PROBLEMS

Strategies for Inappropriate Social Behavior

1. Write class ground rules generated by the students.

2. Use a help card or a flag to indicate need of assistance rather than interrupting or stopping work.

3. Assign reading and writing activities that deal with interpersonal relationships.

4. Maintain a communication log between the teacher and the student.

5. Make use of positive peer pressure to encourage appropriate social behavior.

6. Conduct situational skits that explicitly instruct the desired behavior.

7. Use or make a video to demonstrate inappropriate social behavior and follow it with a discussion. Then use a video to demonstrate the desired appropriate behavior.

8. Explicitly teach what is or is not appropriate social behavior, privately with student.

9. Refer the student to counseling.

V. BEHAVIORAL ISSUES
CONTROL PROBLEMS
Strategies for Rigidity

1. Vary the schedule, materials, etc., in small increments in a process of desensitization.

2. Teach creative, open-ended lessons.

3. Promote student creativity by encouraging divergent thinking, tolerating dissent, encouraging students to trust their own judgement.

4. Assign creative writing activities.

5. Assign special projects of interest to the student.

6. Have creative problem-solving activities. Brainstorming is one such activity.

7. Encourage unique/creative responses to tasks.

V. BEHAVIORAL ISSUES
CONTROL PROBLEMS
Strategies for Lack of Self-Monitoring

1. Teach the student a "self-talk, talk-it-through" approach.
2. Assign proof-reading in written work.
3. Encourage an expressive language emphasis. Teach verbal activities designed to teach students to label their motives, feelings, and actions.
4. Provide cause-and-effect activities with discussion of actions.
5. Use an individualized student checklist that encourages self-monitoring.

* Also see EXECUTIVE FUNCTION

V. BEHAVIORAL ISSUES
PERFORMANCE PROBLEMS
Strategies for Failure To Generalize a Specific Skill Within the Learning Environment

1. Provide frequent opportunities for repetition within a variety of contexts.
2. Present skills in a variety of situations.
3. Provide positive reinforcement for all attempts to integrate skills appropriately.
4. Teach students to restate concepts in their own words.
5. Teach to automaticity-provide for overlearning.

V. BEHAVIORAL ISSUES
PERFORMANCE PROBLEMS
Strategies for Variable Performance

1. Have students use charts or graphs to show performance inconsistencies in the attempt to discover patterns.
2. Provide positive reinforcement for consistent performance.
3. Make use of "low" days as review days.
4. Provide work choices for the student.
5. Help student to accept "low" days as just part of the LD package, and not to worry about them.

* May also be an Attentional Problem

V. BEHAVIORAL ISSUES
PERFORMANCE PROBLEMS
Strategies for Memory Problems

1. Work on memorizing while teaching compensatory strategies.
2. Teach visualization techniques.
3. Present material in small, concise units.
4. Provide frequent review.
5. Use a tape recorder for repetition of lessons.
6. Use visual aids.
7. Use a multi-modal teaching approach.
8. Use webbing as a visual aid to teach concepts.
9. Help the students develop their own mnemonic associations.

* Also see COMPREHENSION

V. BEHAVIORAL ISSUES

PERFORMANCE PROBLEMS

Strategies for Information Overload/Mental Effort Depletion

1. Provide slow-paced, brief presentations with breaks for discussion as needed.
2. Use a multimodal teaching approach.
3. Provide opportunities for students to restate key points.
4. Present a controlled amount of information .
5. Give short assignments.
6. Vary the presentation of instructional material.
7. Allow breaks as needed. Allow student to move around room.

V. BEHAVIORAL ISSUES
PERFORMANCE PROBLEMS
Strategies for Difficulty with Following Directions

1. Use a task analysis approach, breaking directions down into small components.

2. Initially use short concise directions; gradually increase the number and complexity as the student's skills improve.

3. Provide positive reinforcement for all attempts to follow directions correctly.

4. Use visual clues and verbal prompts as necessary.

5. Use worksheets which provide kinesthetic feedback as the student follows a series of directions i.e. "Get up and write your name on the chalkboard."

6. Include "attention getters" in the directions such as enthusiastic phrasing of ordinary, dull phrases.

V. BEHAVIORAL ISSUES

PERFORMANCE PROBLEMS

Strategies for Poor Organizational Skills

1. Explicitly teach study skills.
2. Make use of student notebooks to organize assignments and schedules.
3. Use daily assignment sheets.
4. Teach the use of checklists for homework assignments and class projects.
5. Teach the use of a calendar system to coordinate the student's schedule.

* Also see **EXECUTIVE FUNCTION:** IV.1

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VI. BASIC READING

What You Need to Know about Basic Reading

Basic reading for LD adults is like basic training in the army. Like the military, ABE centers also take raw recruits, exercise them, drill them, and train them to use muscles they've never used before. Both organizations put their learners through a controlled program that they must commit to and that we teachers must commit to. This is not a half-stepping program. It takes hours of commitment every week on both the students' and the teachers' parts. It is a partnership in learning whose objective is communication through reading and writing.

Most adolescent or adult LD students have spent nine to 12 years of their lives in classrooms in which they either failed or performed well below a level commensurate with their intelligence. During these years, they knew they were failing despite their best efforts to master what their classmates had mastered - automatic decoding and fluent reading. When as adults they decide to come through an ABE center's door to give reading one more chance, we must ensure their success.

For basic reading instruction, method, curricula, informed teacher, and learning environment are all critical; however, the LD learner requires that this instruction be organized around a structured language format:

- This structure presents phonics and language rules as components of an integrated whole, in a sequence which moves systematically from the simplest concepts to the most advanced.

- It teaches what is regular in the language: the sounds of the written symbols individually and in combination, syllabication, spelling rules, grammar etc., before any irregular material is introduced.

- It is recommended for the normally intelligent non-reader, the learning disabled reader, and the reader whose comprehension is impaired by weak decoding and word recognition skills.

The method adheres to seven basic instructional principles. **(Also noted on II. 1).**

1. Start at the beginning:
   Don't take anything for granted.
   Begin with the alphabet - 26 letters, 44 sounds; if they don't know them - teach them.

2. Micro-unit information; break it down into manageable learning units. Students may vary from day-to-day in both the pace at which they absorb information and in the amount they hold.
3. Spiral back to previously learned information. Don't worry if all is not automatic - this method leads to it.

4. Use a multisensory approach - read it, write it, feel it, visualize it.

5. Provide frequent repetition or practice - the proper computer program will add endless support for this requirement.

6. Teach the same concept in more than one way. Be flexible. Encourage the student to let you know if you are not being clear.

7. The teacher should model concepts in the beginning and give examples until the student understands and can generalize the concept. Always have examples of previously taught concepts and materials available for the student so that the student is not under constant pressure to memorize. This is not a memory contest.

It is not necessary to pinpoint exactly where on the continuum from illiteracy to marginal literacy each student is in order to begin useful instruction. Structured language materials are the necessary base for all adult students with LD. They are also most appropriate for illiterate or marginally literate adults who are not learning disabled or beginning young readers. Each learner, LD or not LD, will complete them at his or her own pace; thus, gaining an excellent base for continued independent growth in reading and writing.

Recommended Curricula

The following curricula are faithful to the seven principles described above. A student can progress through them at his or her own pace and will receive a solid foundation in the language structure of English.

Reading From Scratch - Dorothy van den Honert
Educators' Publishing Service, Cambridge, MA, 1984

For the reasonably bright learner who has some sight vocabulary, and whose comprehension on an oral or silent reading assessment is at least third grade, this curriculum is powerful. To it we add practice in syllabication and various connected readings.

Reading From Scratch is a multisensory curriculum based on a synthetic phonics approach. It is designed for the learning disabled or dyslexic student, though it is equally effective for the non learning disabled. The curriculum acknowledges the intelligence of the learning disabled individual and teaches him or her in an uncondescending manner. In its creative way, the curriculum also educates and informs the teacher about the beauty and complexities of the English language.

Curriculum Components;

RFS Teacher's Manual: The author describes learning disability from her experience with scores of students over the years. This introduction is followed by excellent plans for start-up lessons and a flow chart that demonstrates how the curriculum presents various concepts.

RFS Phonics: This 157 page book of word lists and sentences is the heart of the program. All necessary phonics facts and English spelling patterns are covered in this book, with the phonics embedded in specially constructed exercises that stress serial order. The book begins with two-letter, short-vowel, phonetically regular phonemes. It then progresses through all the English vowel and consonant patterns and ends with irregular patterns and those that have been assimilated from other languages.

RFS Spelling: This includes spelling lists, exercises and sentences matched to the phonics concepts in **RFS Phonics.** The workbook also contains practice with common irregular words and the rules of English spelling.

RFS Workbook I: The workbook reinforces the phonics and spelling with practice that requires the learner to think about and apply the concepts.

RFS Workbook II: This contains grammar and language exercises that engage the student's mind and creativity.

The Wilson Reading System - Barbara Wilson,
Wilson Language Training, Millbury, MA, 1988

The Wilson Reading System is a structured, phonics-based program that incorporates word lists, sentences, and stories with themes for older students. The words in the stories are phonetically controlled. This is a comprehensive, multisensory, reading and spelling program. It stresses the understanding and use of syllabication strategies. Twelve workbooks correspond with twelve reading books and supply a wonderful variety of exercises for the overlearning of phonetic and spelling concepts.

Basic Literacy Kit for Adults - Sylvia Greene
Massachusetts Board of Library Commissioners, Boston, MA, 1989

Especially designed for the zero to second grade level reader.

The Basic Literacy Kit for Adults is designed to be used by volunteer tutors and teachers. This program is a structured, sequential phonics, sight word, rule-based reading and writing curriculum. The kit builds connected reading passages and discussions around adult interests in basal reader form. The basal reader, **Sam and Val**, is a wonderfully humorous storybook with controlled vocabulary. For many students it is the first book they ever read alone, all the way through. Some students have been sent home over the summer with the book and its accompanying questions, and they return with the questions all correctly answered and with big smiles of accomplishment.

These materials are designed especially for the zero-to-third-grade level.

Let's Read - Clarence Barnhart and Robert Barnhart, Educators' Publishing Service, Cambridge, MA, 1963

Especially good for the zero to end of first grade reader.

The **Let's Read** series of nine books and accompanying workbooks uses a linguistic approach to teaching reading skills by organizing language components into a step-by-step progression from simple and regular spelling and phrase patterns to sophisticated and irregular spelling patterns and sentence structure. Concentrating on the alphabetic nature of the English language, **Let's Read** emphasizes the basic relationship of spelling to sound, presenting like concepts together, providing words, sentences, and paragraphs for practice.

Let's Read is a good introduction to the language for the totally nonreading adult, even though the materials are not adult oriented because it gets the lowest level reader off to a solid start. It is used by a number of programs as a precursor or supplement to other materials.

S.O.S. (Strategies for Older Students)
Lexia Learning Systems Lincoln, MA, 1994

S.O.S. is the adult version of **Lexia** software designed especially for reinforcement of automatic word recognition skills. It was developed to accommodate the most recent theories of reading acquisition. It is intended as part of an integrated language arts program that includes systematic work in oral language and reading comprehension. There are several formats to this program, and students never seem to tire of it. It starts out slowly with short vowel sounds, keeping track of the students' responses and adding new patterns as the student progresses.

VI. BASIC READING

Getting Started

The initial phonics lesson(s) should be taught one-to-one, in a private space. The initial lesson has several steps. It may be completed in one session or may take longer. Don't hurry it.

1. Discuss language:
   - The difference between vowels and consonants: Vowels carry the sound. If you were to call your dog "Pete" from a distance, all that he would hear is "eeeee". Vowel sounds are made by air going through the voice box. Have the student feel his or her Adam's apple while saying vowel sounds. A vibration will be felt. Consonant sounds are made with the placement of tongue, lips, jaws, cheeks. They are the starters and stoppers. Have the student feel his or her Adam's apple again while saying "ssssss" or "fffff". No vibration will be felt.
   - There are over 40 sounds in English, but only 26 letters. Some letters have to have more than one sound. This is especially true of vowels. The five vowels make 18 sounds. For quite a while you will be dealing with only the short sound of the vowels.
   - The student will be learning all the sounds of the language and how to blend them together into words. The student's assessment has shown that phonics is the piece that has been missing for the student. Acquiring this component will enable him or her to gain control over the language.

2. Teach the short vowel sounds. **(See BASIC READING VI. 7)** Lower case plastic letters are good tactile/kinesthetic manipulatives to teach short vowels and consonants and to teach the blending of one vowel and one consonant.

3. Make sure they know all consonant sounds.

4. Have the student blend each of the vowels with each of the following consonants: t, s, b, l, g, x, z, f, p, m, d, n, v

5. Arrange the plastic letters to spell " nap"; rearrange them to spell "pan". Have the student read each. Do the same with "top/pot". If this is too easy, try maps/amps/spam.
   The point of this is for the student to understand the importance of sequence.

6. Say a nonsense word: "gub". Ask the student to tell you what is the first **sound** in the word (not the **letter**). Then, ask for the last sound in the word. Then the sound after /g/. This can be done with any number of nonsense or real words. It helps the student isolate individual sounds from what may always have been heard as a "chunk" of sound.

For the best description of this introductory lesson, see Reading From Scratch Teacher's Manual.

VI. BASIC READING

Problems and Strategies

The recommended curricula respond to all the "Problems" we have described in the table of contents. The purpose of the following discussion of strategies is to guide the teacher in understanding the types of academic behavior she will encounter as she works with LD learners and to give suggestions for her own day-to-day response to them.

The problem behaviors occur both in context reading and in isolated-word reading; they are also present in spelling and writing. To confront these language-based difficulties, structured language instruction begins with the presentation of sound/symbol concepts. The oral reading of single words, nonsense syllables and sentences, and the writing of single words and sentences remain central lesson components throughout the curriculum. Context reading, though included in the instruction, takes a secondary position in a structured language program; the adult LD reader is already overly dependent upon context and sight word-guessing to the detriment of fluency and comprehension. For the LD student there is absolutely no shortcut to developing the ability to understand, store, retrieve, and use the phonetic units of one's own language.

VI. BASIC READING

Strategies for Sound/Symbol Relationships

The effective curricula present the sound-symbol relationships of the English language in a sequential, spiraling format. The sequence moves from short vowels through r-controlled vowels, long vowels in their various configurations, dipthongs, to the frequently seen irregular or non-phonetic patterns. These relationships - these phonograms - are at the heart of the LD student's difficulty with learning to read.

Reading From Scratch spends the first 53 pages of a 157-page phonics program concentrating on short-vowel words, and works up from two-letter combinations to multisyllabic words.

The Wilson Reading System concentrates on short vowels and closed syllables, in a similar manner for the first three books.

Let's Read spends six linguistically based small books on presentation of short vowel patterns.

1. Introduce short vowels by putting "cue" words and, when helpful, pictures on the front of students' work folders that can always be referenced by them. Use words that work for each student. Make sure that YOU know the correct short vowel sounds.

a - at	apple
e - egg	elephant
i - it	igloo
o - odd	olive
u - up	umbrella

2. Begin each lesson with a review of these sounds. When dictating a sound, a word, or a sentence, have the student repeat it to make sure he or she has heard it correctly. Exaggerate and draw out the sound of the short vowels:
    - short /a/....as in "bad apple",
    - short /o/....as in "olive"; make it "aaah-liv"; show that the mouth is shaped like "O", when you say "aaah".
    - short /u/....as in "umbrella"; is said in a short grunting way, as if you had the wind knocked out of you: "uuuh".
    - short /e/ and short /i/....are very difficult to exaggerate, but you need to make them as different from each other as possible.
3. Have students copy the cue words, along with single words, pictures, and sentences demonstrating the sound, into their own notebooks.
4. Repeat this sequence for each new phonetic concept.

5. Encourage students to state frequently the phonetic and syllable rules which dictate how a given word is pronounced.

6. The **S.O.S.** computer program provides as much practice with the sounds as the student is willing to do. There are several formats to this program and the students never seem to tire of it. Give students ten to fifteen minutes at least three times a week in the early stages of their time in class.

7. Remember that students have to learn to pull this memorized sound up from their own memory banks - teachers can point out the sound, call their attention to it, remind them with a picture word, but after the initial lessons, students must supply the correct sound. **The teacher's job is to elicit correct responses, not to supply them once the basic information has been understood by any student.**

8. Encourage students to look at this as the basement of an edifice of the English language that they, the teacher, and fellow students are building.

Strategies for Short Vowel Confusion

To the LD reader who has not been able to attend to them, some of the five short vowels do sound alike.

1. Exaggerate in the beginning if necessary: /a/ and /e/ are commonly confused. "Say a as in apple. Come on, really drag that sound out, make it flat a-a-a-a. The e is a quicker sound, like an old fashioned person cupping his ear and saying 'eh' when he can't hear. You try it."

2. Use gestures to help implant the uniqueness of the sound in the student's memory. "Put your hands on your cheekbones; what do they feel like? Yes, eggs! Eggs for short /e/." Kinesthetic memory is an aid. "Wrinkle up the bridge of your nose for /i/. Send your eyes up to the ceiling as you pronounce /u/. This will separate it from /o/ which is the sound made when a Dr. sticks a tongue depressor into your mouth."

3. Vary the approach when the student mixes one short sound with another. Ask, "What was that sound again?" If the difficulty persists, point to the letter asking, "What is that letter, what is its sound in this word?" Finally, point to the vowel sound cue on the front of the work folder. Soon enough the student will adopt this strategy him/herself.

4. Some people may need to refer to the cue word, that picture of an apple or an elephant, on their work folder, for a long time, especially students who need reading-readiness work. "As long as it takes" is the right duration of time to give it.

5. Place a phonetic clue chart on the classroom wall.

6. For the student who has a great deal of difficulty learning short vowels, make audio tapes:
   Say: "A", apple, /a/....pause for student to repeat...."E", elephant, /e/....pause...."I", igloo, /i/....pause...."O", octopus, /o/....pause...."U", umbrella, /u/

   Dictate spelling of 2 letter vowel/consonant combinations: ap, ic, og etc.

VI. BASIC READING

Strategies for Consonant Confusion
b/d p/g m/n/u

1. Call attention to letter confusion - point it out. Though these errors may recur now and then, especially when new concepts are introduced, they will eventually fade if pointed out. Do not ignore them because they add a measure of impediment to fluency. Get the student in the habit of spotting and self-correcting them.

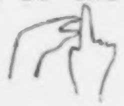
2. Turn lower case b into upper case B. Contrast this with d, showing that with d this "trick" does not produce a letter. Remind that p points down and that q is "married" to u. Recite these little observations.
3. Try to engage student in devising some visualization (mental picture) that will clue him or her for the correct identification. i.e.: b and d as pillows on a bed with a headboard - b_____d .
   What can you come up with?

4. For m/n confusions, the teacher may use her finger to trace the second hump that is necessary for m.

5. Use the S.O.S. program component that provides practice in making these very discriminations.

6. Make the difficult alphabet letters out of clay, a recommendation from The Gift of Dyslexia.
   This concrete and tactile method is valuable for some students.

7. Have the student use sign language spelling of the letter d to clarify which is d, which is b.



VI. BASIC READING

Strategies for Word Reversals

Here the students may read a word in reverse order, flipping it end-on-end, sometimes mixing up the middle also! (saw/was)

1. Call the behavior to their attention: "What letter does this word start with, what sound?"

2. Cover over part of the word so only the first letter is visible. This brings to their attention how important observation of letter order is to accurate decoding and, subsequently, to comprehension.
3. Occasionally a dominant consonant upon which the eye falls becomes the sound the reader first identifies in the word, thus flipping the word: spirit = trips. In context reading, a comprehension check will serve to correct this error, but for eventual fluent reading, it needs to be correct because of visual focus. Be sure the student understands this.

In her autobiography, **Reversals: A Personal Account of Victory over Dyslexia,** Eileen Simpson describes what it was like trying to remember the order of words, and words themselves:

> "...Miss Henderson and now Auntie. There seemed to be nothing I could do to please either of them. How, in the past, had it been so easy, so effortless to be a favorite? With a feeling of impending doom I would begin. I might get halfway through the first sentence before Auntie would say in a dry, controlled voice, " In the context the word cannot possibly be 'saw'. The man saw going home. Does that make sense to you? It must be was."
>
> I'd repeat, "The man was going home." In the next sentence, or the one after, meeting the word again, I'd hesitate. Had I said 'was' before and had Auntie corrected it to 'saw' or vice versa? My brain ached.
>
> "Don't tell me you don't recognize that word. I just told it to you. You're not trying."
>
> Both my teachers accused me of not trying. They had no idea of what an effort I was making. Was-saw, saw-was, how were they so sure which it was? Rattled by Auntie's foot tapping, I decided for "saw".
>
> "No, no, NO. How can you be so stupid? The word is 'was' WASWASWAS. And for heaven's sake stop sniveling. If those nuns hadn't fallen for your tears you'd be able to read by now and we wouldn't be going through this..."

This book is recommended to anyone interested in helping adults struggling with reading. It was published by Houghton Mifflin Company in 1979. Simpson was the wife of poet John Berryman.

Strategies for Missequencing of Letters Within a Word

This behavior appears similar to word reversal. Perhaps both emanate from the same neurological impulse. The letters l, r, n seem to be the most commonly troublesome. For example silt = slit, pram = parm. In some cases there is little attention to word meaning.

1. Point out the error, ask, "What was that sound, that letter?" The teacher again may cover part of the word so the important blends are seen in isolation.

2. Write on a separate piece of paper exactly what the student has read. The student may then compare the two words.

3. In context reading these types of errors are sometimes self-corrected by the LD reader, but they are likely to be ignored if the text level is at all challenging for the reader. The impact is on comprehension. Explain this impact so that the reader is encouraged to train his eye/mind to scan all word details.

Strategies for Perseveration of Sound Patterns

Often a single blend is carried from one word to a subsequent word. For instance, when the word hunt should be followed by gut (hunt - gut) the student reads hunt - gunt. Again, the villains are usually n, l, or r.

This occurs more frequently in word lists demonstrating patterns than in context text, though it is typical behavior in both situations. The objective in this training is to focus on the detail, not to pass it over. The skill developed will generalize to context reading. Passing it over is what landed these students where they are now. (This need not be said to students, but we as teachers must constantly remind ourselves of this truth.)

1. Point out the behavior. Ask, "What is that sound in this word? Am I hearing an extra sound?"

2. Write the word down on separate paper so student can see what's going on.

3. Remind students that reading words in isolation is the toughest reading for them at this level, but it's what they need to do to build up their grasp and use of the phonetic base of their language. This is a good time to poke some good humored fun at English. Students enjoy this and the sharing of opinions about English language peculiarities bonds teacher and student.

Strategies for Addition of Phantom Letters

R, N, L are the usual letters erroneously added, but others may also creep in. cat-pat-rat-fat = cat-pat-rat-flat

1. Point out, question, write down what they have read. Sometimes it is not easy for the students to drop the sound once they've added it. Eventually they will realize as soon as the teacher does that they're adding letters and, in most cases, they will drop the extra letters.

2. Discuss the effect upon meaning when this behavior occurs in a sentence. Jim slept in the hut Jim slept in the hunt. The bright reader may then change in to on so the sentence makes sense.

   Talk about this. "What happened to the meaning in this sentence when you changed these words?" If readers become aware of the impact, but still cannot eliminate the sound, assure them that the important thing is that they caught it and corrected the word in their mind even if at this moment their "voice" cannot say it. Go back and say the word later in the lesson. It also is a very apt time to say, " Hey this is an LD thing; no big deal."

VI. BASIC READING

Strategies for Word-Ending and Function-Word Problems
s, ed, ing, a, an, of, off

At least one of the reasons these errors occur is that LD readers consciously go for the big meaning; they overdo "main ideas" precisely because language detail has always been difficult for them. This fosters an unproductive, but tenacious cycle!

1. Have the students reread the sentence and direct their attention to endings and function words. Attention to detail and its impact upon meaning is what is required.

2. Have students highlight with a magic marker.

3. Introduce in a conversational way the roles of suffixes and prefixes and their effect upon meaning and use. While it may not be the appropriate time for a full lesson on the subject, the teacher is demonstrating how the language makes sense and is planting some information that will be developed more fully later on. Always explain the language whenever any issue, question, or difficulty about its workings surfaces. Understanding, even of that which seems arbitrary, is the base for confidence in a learner.

4. Show the roles of function words, how they make meaning specific. Often they are pointers, intended to direct the reader's attention to particular situations, to number, to relationships.

5. Take words like " for, of, by" and demonstrate their meanings in mathematics.

6. Discuss the reasons presented above for this fluency disrupting behavior, when students are ready to handle them. Remind them, "As you become aware, you **become the 'boss'.**"

Strategies to Overcome Sound-By-Sound Decoding

This is how it has to begin: sound-by-sound, then syllable-by-syllable. The initial task is to focus upon the phonetic sub-elements of each word. The rate at which different students begin blending the elements into whole words as they begin work on short vowel sounds certainly varies. For some the blending, the dropping of sound-by-sound decoding, develops very quickly after the presentation of the short vowel structure and similarly, after the presentation of each new phonetic concept. For some very low level readers, this may be a much slower process.

1. Let the pace for this development be set by each student. Model good-natured patience to facilitate development of patience in the learner.

2. Facilitate the blending of sounds within a word by modeling for the student, drawing out the sounds so connection is easier: "aaaaaaalllllll Now you try it. Good!"

3. Blend sounds in concert with the student, two voices together.

4. It is quite rare for this to continue to be a problem. If it remains one, however, it must be worked on. Pick just a few similar words and work on them slowly and for short periods of time.

5. Dictate these same words as a spelling exercise, giving the teacher opportunity to pronounce them slowly again.

6. Ask students to write their own short sentences selecting some of the sound-blend problem words.

7. Have students highlight words in simple sentences that include sight words known to them. In this case using the meaning to strengthen a phonetic task is excellent. For instance, if the problem sound-blend is - ix -, the student reads the following sentence. "The man can fix his flat tire." The word tire might be given before the reading.

Strategies for Nonsense Syllable/Real Word Confusion
Difficulty Distinguishing Nonsense Syllables from Real Words

Nonsense syllables are used as one tool in teaching the phonetic principles of English. They are an aid in students' evaluating, understanding and use of the phonetic principles. Adult learners' sight vocabularies, even at a second grade level or in areas of special knowledge, can interfere with the brain's task of learning to code and store the phonetic symbols of print. From habit the learner's mind leaps into a sight-response to a printed word before the slower phonetic decoding effort can begin. This effort is critical to learning the phonetic system. It is this very processing tactic, sight response without phonetic decoding, that has played such a part in retarding the LD individual's progress in reading.

1. Be sure that students know why nonsense syllables are being used to teach them reading. Explain further that their use is a limited check on the success of the teacher's performance.

2. Explain in any lesson, decoding or spelling, that what is being presented are not real words, but syllables that follow the phonics or spelling principles of English.

3. All of the suggestions for guiding decoding that are described in the above strategies are applicable to decoding nonsense syllables.

4. Ask students, when they transform a nonsense syllable to a real word, to look at the syllable again, to sound it out again. Ask for its meaning if they now pronounce it correctly, but still do not recognize that it is not a word. This often results in humorous responses on the parts of both teacher and student.

5. Tell students, as they demonstrate success at decoding nonsense syllables, that they have proved their ability to learn to read. Express deep satisfaction with this achievement; they soon will experience the satisfaction themselves.

6. Assure students that what they are being taught is real. Remind them, with humor, that some real words are so strangely put together even teachers have to check them out. This is a good opportunity to run for the dictionary.

Strategies for Ignoring Visual Symbols for Possessives

Part of the reason for this most common difficulty is that possession as expressed by the apostrophe at the end of a noun is a purely mechanical device. The apostrophe has no direct meaning. LD readers who have depended heavily upon meaning to get through language have little attention or patience for this kind of detail. Awareness of possessives is also affected by the processing weakness causing the ignoring of word endings.

1. Be sure students understand plural forms and the third person singular present tense verb form before tackling possessives. Do not try to teach these varied concepts in concert!

2. Explicitly teach the concept of possession, of ownership: ask students how many ways they can think of to say that "John has a cow". Write these on the board.

3. Demonstrate that the ('s) is a speech economy to help us avoid repeating "John has a cow" each time we wish to talk about John and his cow. To drive this point home, make up a paragraph about John's cow in which the phrase "John has a cow" must be repeated each time the pair is referenced.

4. Show them that the apostrophe to mark singular possessives requires no thinking. Once a writer knows possession is present and that the owner is single, make it a mechanical act: 's, 's 's... Give long lists of single words, some already printed out, some orally. Read or dictate them adding an object to be owned after each. Students must place the apostrophe and (s).

   When students can do the above step, give them a list of nouns and have them select an object for each as well as adding the 's to the noun.

5. Model this same explicit process for plurals ending in (s). Remind students not to think about the form until they discover a plural that does not end in (s). Show them that this method greatly reduces what they must remember. Practice to automaticity: Is it ownership, is it one, is it more than one ending in (S)?

6. Have students highlight possessives in simple text, especially newspapers, if they can be found at their reading levels.

Strategies for Word Substitutions

Meaningful Guesses

1. Accept meaningful guesses, synonyms, in context reading so that the flow of comprehension is maintained. However, do point out from time-to-time that this is occurring. Students need to be aware of how they process language and be able to monitor their reading when they wish to.

2. Do not accept meaningful substitutions when a word list is being read. Ask student, "What sound does that word start with?" Explain what might be happening; that the brain gets the idea and then goes for the easiest phoneme to express it.

3. Consider as a group whether these meaningful substitutions are always as accurate as the original word used in the text at hand. Try several examples from a text, or create some for students to employ.

Non-Meaningful Guesses

A reader sees "banana" ....and reads "banish". These may not be true substitutions at all because they do lack meaning. More likely they are the result of various decoding weaknesses, some neurological, some habit: guessing because they have not had a better strategy, adding phantom letters, missequencing letters, ignoring endings, and so on. Sometimes an LD reader will skim ahead of a trouble word and as his eye slides back to and over it, pronounce the end of the word first: charm = march.

1. Ask students to look again at the word, run fingers under the word sounding each letter, each blend of letters. Do this first whether the word appears in a list or in context.

2. Ask how the meaning of the word as they read it fits the meaning of the entire sentence in a context situation.

3. Be sure LD readers work on this processing difference in word lists and are aware of its presence in their own performances. Help them focus on and appreciate the importance of individual words to meanings in text.

Strategies for On-the-Spot Regularization of Grammar

Regularization occurs when an ending or function word is misread early in a sentence and subsequent words are altered to maintain correct grammatical form: "My cats come home." is read as "My cat comes home."

1. Ask students to re-read the sentence running their fingers under all word endings.

2. Read for them what they read at their first reading only after they have read the sentence correctly. Ask them to slow down for details.

3. Introduce some grammar instruction, particularly focusing on verb tenses. Tie this to speech, demonstrating how well they speak and how this interacts with their difficulty with attending to endings. They will be learning to self-monitor.

4. Highlight endings that indicate time in verbs (doing words), and that indicate number in nouns (naming words).

5. Create similar activities for function words, showing how important they can be to meaning: "These cows ate the roses" = "The cow ate the roses". Ask students to picture the difference the choice of function word makes in this sentence. Changing "these" to "the" reduced a herd of cows to one!

Strategies for Excessive Rereading or Skipping of Lines

1. Explain that all good readers reread sentences and paragraphs at times. The important issue is to discover why this is being done and then decide if it is productive. Ask students why they are doing it. If the reason is phonetic difficulties, or in their words, "...can't get what this word is", then consider ways to make the text more readable.
   - List all the words that students cannot decode.
   - Work on these as a group or individually with the teacher: break them into syllables, look for vowel patterns.
   - Ask what context clues might help with the meaning and thus clue the pronunciation.

2. Approach misunderstanding of meaning by breaking passages or even sentences into smaller units. Consider vocabulary, look for main idea sentences, check background knowledge. It is not likely that in early texts there will be much difficulty with understanding for most LD readers if the decoding is on target.

3. Guide students in using a ruler, a card, or a finger to follow a line of print.

4. Place a pencil point at each word in a word list for really beginning level readers. Continue this practice only as long as it is needed. Check by asking students periodically if it's important to them.

VI. BASIC READING

Strategies for Slow Pace for Processing Written Language

The reference here is to an inborn processing and responding pace made evident by performance. Students may have delayed-listening (be slower to receive language); thus, not absorb information presented at a teacher's normal speaking rate, even if that rate is reasonable for everyone else in the class. Slower response pace will be evident in speaking, reading, and writing.

For some learners a slow pace may not be alterable; the individual seems to be on a "conveyer belt" that runs at a mechanically-fixed speed. For most LD learners, performance pace will speed up with increased knowledge and practice. In neither case can it be forced. If presentations are not adjusted in pace and amount to the students' rhythms, resulting confusion and frustration may halt all progress.

1. Accept the pace at which students perform as natural for them. Assist students to have this same acceptance of themselves and to understand that their pace is not a reflection of intelligence or ability to learn. The slower pace may actually implant ideas and information more deeply into memory.

2. Slow the teaching pace down. Slow processors will understand and retain both concepts and information if the pace of teaching matches their ability to process.

3. Remember to micro-unit: present smaller amounts of information at a time, allowing the reader to see, hear, and respond to less.

4. Allow these students to handle - read or write - smaller amounts of material than others in the class as long as it is evident they are learning. Slow processors may learn just as deeply by working intensely on smaller chunks of information.
5. Give important information as hand outs or write on the board so that students have, and know they will have, enough time and opportunity to see the material.

Strategies for Overdependence Upon Reading "Tricks"

Excessive guessing, dependence upon sight vocabulary, asking endless questions, using background knowledge to interpret meaning rather than the information presented, saying every letter out loud, starting up a conversation with the teacher, looking to a fellow student, demeaning themselves before the teacher.....these are the habits that LD readers have employed in their unhappy struggles with reading in "school".

1. Acknowledge the use that some of these activities have had; that in fact, they are evidence of determination, of intelligence. Explain that in this classroom however, "straight at" the work is the way to go, and the pace will be no faster than the students can handle. Remind them that they cannot fail in this class; any failure would be the teacher's.

2. Be prepared for the surfacing of some emotion as new methods of reading conflict with the old. "I used to put words in a certain order, so they looked more alike and I could have a better chance of holding them; now I can't do that." Reassure the student the new, more efficient method will replace the old method that was so inefficient and full of holes.

3. Stop the teaching when these behaviors are seriously interfering with student effort. Talk about what is happening and ask what students might suggest to curtail them in themselves. Put them in control through understanding. These situations will reappear and should always be handled with patience and time.

VI. BASIC READING

Strategies for Limited Sight Word Repertoire

For LD readers who haven't learned phonetic decoding, all words are sight words. They either know a word or they do not; it is a familiar picture or an undecipherable picture. Their brains are overburdened with trying to hold pictures of each word. One student commented "You have to teach me another way to learn to read. My head is so full of memorized words I can't fit another in there." However, sight words are important in a structured language program; they are the non-phonetic words that must be memorized. They make up a significant proportion of words in English.

1. Find out what sight words students already know well. What special vocabularies of sight words might different members of a class have? Cooking words, carpentry words, music words?

2. Discuss why in English so many words do not follow the phonetic patterns; consider where these spellings came from. The teacher may not know either. Understanding, even though it may not help with individual sight words, decreases frustration over them. It seems to make the student feel like an "insider" with language.

3. Keep the number of new sight words presented at one time to students at a minimum. Assure them that they are not required to memorize them, but as they are used over and over they become familiar quickly.

4. Explain that most sight words are left out of the materials with which the phonetic patterns are being taught. When the patterns have been learned, readers will have a strong base from which to work on ways to add the irregular words.

5. Always preview sight words that are to appear in sentences or paragraphs. The suggested curricula list sight words at the top of connected reading pages.

6. Place common sight words and clue sentences on the class wall.

7. Write sight words of particular interest to students or a particular lesson content in student notebooks. Add clue sentences for pronunciation where necessary.

VI. BASIC READING

Strategies for Limited Meaning Vocabulary

LD students vary greatly in the richness of their spoken vocabularies. Some will be familiar with almost all the vocabulary presented at the basic reading levels, others will not. As the texts move along the sequence of phonetic concepts, an increasing number of words will be new to a larger proportion of students.

1. Define new words as they arise, always encouraging the students to contribute knowledge or experience they might have that relates to any word. This association helps with retention of the meaning and, equally important, diverts students' feelings of ignorance. Teacher and students are building background knowledge so important in higher level reading.

2. Look up some words in the dictionary along with the student to demonstrate that even teachers do this routinely to improve their understanding. "Hmmm, how can I best explain this word? I'd better look it up." This is not a gimmick. The dictionary definition is the best presentation in many cases. Assure students that this is a common habit of all literate adults.

3. Ask students to select some of the less familiar words to use in sentences of their own.

4. Do not let attention to new vocabulary dominate a phonics lesson. If too many unfamiliar words are "piling up", give very brief definitions and say, "How well you are pronouncing words whose meaning you have not had, Excellent! These are words usually met in books; your reading is improving so that now you are meeting them."

VI. BASIC READING

Strategies for Forgetting Material from Day-to-Day

Students may successfully decode or write a word and when they meet it again, in the same lesson or the next day, struggle anew.

1. Do not worry about this; it is evidence that the mind is deeply engaged in the task. This is a new and positive experience for the learner. Treat the "forgotten" word in the same manner as any new word representing the phonetic concept being presented.
2. Continue to stress the concept and words representing it in the multiple ways directed by the curriculum: repetition of the pattern in additional words, writing, discussion.
3. Identify patterns in connected texts. Highlight the patterns in connected texts. Use the troublesome word(s) in teacher created sentences which can be read by students or dictated to them.
4. Have students write particularly troublesome words in sentences of their own.
5. Explain to students that remembering is a product of understanding, use, and practice. Remind them that they were not previously taught the phonetic structure of the language and learning it is hard work. Remind them of how much they have already stored in their minds in this "short" time.

Strategies for Lack of Fluency

Lack of fluency is the sum total of every weakness discussed in this basic reading section. The more weaknesses readers have, the less the fluency.

There are only three instructions for developing fluency:

1. Teach the phonetic structures to the point of automaticity and have students practice them in connected text in the same lesson in which they are presented. Have students decode, write and state the concepts of these patterns repeatedly.

2. Build up the sight word vocabulary and the meaning vocabulary.

3. Do not use context as a word recognition guide for basic reading instruction with LD adolescents and adults. Only when they are reading passages of over several paragraphs in length and the purpose for the reading has been clearly stated should context use be encouraged. Explain which type of activity is the focus in any reading that is given.*

* The writers of this manual do make one exception to guide number 3. If a student is an absolute non-reader, has no sight words, makes painstakingly slow progress, then educated guessing is encouraged. This really becomes reading readiness training. When some language base has developed, the use of context becomes for this student as counterproductive as it is for those who enter the reading program with a base of sight vocabulary and practice in verbal reasoning. Oral language practice: discussions, descriptions, questioning, all contribute to growth in reading readiness. Read to students; let them become familiar with the flow of print.

Strategies for More Difficulty with One-Syllable Words than Multisyllable Words

Longer words may have an extended consonant frame on which to hang sounds; thus helping the reader deal with the vowel arrangement: neighbor is easier to read than sieve, Halloween is easier to read than hoed.

1. Help students to see that they are not merely guessing, but that they are wisely using the consonant structure as an aid in decoding words with difficult vowel arrangements. Tell them that this is evidence of their growing ability to use syllabication skills.

2. Explain that English has some puzzling vowel combinations. Discuss the fascinating ways in which English developed.

3. Do look specifically at the vowel combination and how it is to be interpreted and pronounced. Is it rule based or irregular?

Strategies for Difficulty with Terms and Roles in Grammar

The grammar labels - noun, verb, adjective - are not words with concrete meaning. For LD readers, they can seem like extra burdens. However, understanding the roles of nouns, verbs, and adjectives will be a comprehension aid when they face challenging text. Good readers are not naming these terms as they read, but they are automatically using their knowledge of them to track the syntax of sentences, and thus the cohesion of paragraphs.

1. Introduce these concepts when they first bear directly on a text that is being read. Many students will have a spotty knowledge of them and very often will express dismay over past "confrontations" with them.

2. Talk about these concepts, give the formal names, but allow the students to learn the terms at their own pace. Explain that they are part of the language framework which will be of use to them, and then show how they will be of use. It is not necessary to define more sophisticated grammatical forms at this level; such presentation would be an overload and not useful.

3. Tie the terms to ordinary use descriptions and make these initial descriptions vivid, able to be pictured.

   naming words in the language - nouns: book, balloon, man

   doing words - verbs: run, dance, eat

   describing words that give a better picture of the naming word- adjectives: big, fat, round balloon

4. Present concrete, imageable words first and then move on to the more abstract. See RFS for a good description of presenting parts of speech. Teacher Manual p. 36-41.

5. To Be or Not To Be! This is a real question in the teaching of grammar to LD learners.
   - When it seems important for students to understand this infuriating infinitive, make it concrete.
   - Explain first that it represents existence. Persons or things must exist -be here- before they can do anything else. State that existence and the time of that existence is the role of the various forms of "to be" in sentences: John is happy. This means that John exists right now and is happy right now.
   - List the forms of the "to be" infinitive, pick them out in sentences, and restate their meaning in the "exists and" format.
   - Do not worry about this concept taking hold quickly. Repeat it when appropriate and observe that it does increase/deepen a reader's understanding of text.

6. It is important to point out qualifying words, whatever the part of speech, because understanding their roles in particular sentences is basic to unraveling longer and longer sentences.

   Present sentences and paragraphs at easy reading levels for the students and stop at words like "since, because, when, if". Discuss their jobs in the sentences. Show that the phrase or clause to which they are attached cannot stand alone. Students with this training will not fall victim to the sentence fragment woes of so many GED level readers and writers!

Strategies for Difficulty Following Printed Directions

1. Go over directions for worksheets or workbook pages as they are being presented to students. If students can read or want to read the directions, assist with unfamiliar words as needed. In the basic reading class, the vocabulary is controlled as the phonetic concepts build; therefore, any words containing patterns that have not been taught are intended to be read by the teacher, unless they are sight words within the students' vocabularies.

2. Explain that the directions are intended to help the teacher teach better.

3. Be sure to explain that worksheets offer the opportunity to put into immediate practice what one is learning.

4. Evaluate completed worksheets with the students and comment on how they demonstrate students' successes with the concepts.

VI. BASIC READING

Strategies for Comprehension at the Basic Reading Level

Comprehension at the Basic level is rarely a problem for an LD adult. This is because basic texts for school children and adults follow oral language patterns with which they are quite familiar. Furthermore, many LD adolescents and adults have memorized quite a few of the common short sight words. On rare occasions when comprehension seems a problem it is most likely the result of decoding errors or even more occasionally, at this reading level, a too literal interpretation. Interestingly, the LD reader, being a logical thinker, may alter either the grammar or the content of the sentence in which a decoding error was made in order to maintain the logic that his misread word imposed.

"The big trunk slipped off the dolly," becomes:

"The big truck slipped off the driveway."

1. Introduce comprehension activities that will help developing readers build study strategies with which to tackle increasingly challenging text. For instance, take the oral language forms with which they are already familiar and demonstrate how to extract the essential elements through the use of what is called a "Graphic Organizer". Two familiar language forms would be: stories and "how to" procedures.

- Demonstrate with a simple story board for narrative text to develop main-idea skills.

> PLOT: Write, tell or draw what this story is about. What's the main thing here?
>
> Two or three sentences

- Add additional story or text elements as readers are ready to handle them. Use these to develop detail and sequence skills

> PROCEDURE: Write, tell, or draw the
> steps in this procedure

2. Teach basic readers the roles of qualifying words in sentences, because understanding these roles is vital to unraveling longer and longer sentences. It is an extremely valuable preparation for the more academic organization of syntax they will face at higher levels of text.

   - Present sentences and paragraphs at easy reading levels, noting words like "since", "because", "if", "when", "sometimes". Discuss what they do in the sentence, exactly how they modify or add meaning. To name the part of speech they represent is not so important.

   - Demonstrate that the phrase or clause to which these words are attached cannot stand alone. Show that they cannot be the main part of the sentence, the main idea. The main idea stands alone. Walk into the classroom and announce. "After I ate supper last night." Students will quickly get the idea.

   - Have students write their own basic sentences and then add additional statements that begin with qualifiers.

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Classroom

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VI. BASIC READING

What You Need To Know About the Teaching of Writing in the Basic Reading Classroom

For adults with a learning disability who are at the basic reading level, writing is often the point of greatest vulnerability. This is where inability to spell or to translate thoughts into written language gets laid out for all the world to see. After years of having their misspelled words and misplaced punctuation criticized or ridiculed, many students with written language disability, not surprisingly, equate writing with spelling. Often they give up writing anything. They spend hours travelling to pay bills in person because they can't write checks. They are dependent on others for help in filling out job applications, insurance forms, for writing letters. These difficulties too often result in their being considered ignorant, stupid, negligent; their thinking itself is devalued because it can't be put on paper.

Students entering a Basic Reading Class not able to write at all or able to write a little, must be helped to overcome their fear of putting pen to paper. They need to experience success. This means educating learners so that they are able to:

1. Replace their views of writing as correct spelling and punctuation with the view that writing is the communication of information and ideas while spelling and punctuation are the mechanics, skills that can be learned gradually.

2. Understand that writing will help them develop their reading. Writing is the flip side of reading; each reinforces the other.

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Class

Difficulty Getting the Writing Process Started

1. Begin the process of helping students come to accept that writing is more than spelling. Ask them to tell an experience they had that day and their reaction to that experience; write their words on the board. Type their words into a computer and give them a print out telling them that you were the machine that took care of the mechanics, but they were the writers.

2. Be sure they know you understand that it will take time for them to be comfortable expressing their information or ideas, but that you also know it will happen. Tell them that two words on a paper are a beginning.

3. Use a Dialogue Journal daily, beginning from the first week of class. A Dialogue Journal is a written conversation between teacher and student; it is never critiqued for spelling, punctuation, grammar. Its purpose is simply to make the student comfortable in communicating by writing.

   - Ask a question orally for students that cannot read, then write the question in the journal. Have students answer orally. Then write in the answers; have students read (recite) it. If the question can be answered with a word or two, help students write it themselves.

   - Ask simple, open ended questions which require their opinion and not one word answers, as students are better able to read and write. Use words you know they can read and have them ask you questions in return.

4. Make some form of daily writing a must. The purpose is to make writing less traumatic through familiarity. Writing tasks might include:
   - personal journal
   - having students use spelling and sight words in one or more sentences (only the spelling words are checked)
   - challenging them to see how many spelling words can be included in a sentence
   - stream of consciousness writing for a set amount of time on a particular subject; amount of output not a factor - writing a series of adjectives describing a noun
   - interesting phrases to complete
   - pictures, discussions, events to stimulate ideas
   - writing love letters, complaints ....what else?

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Class

Lack of Understanding that Writing is a Multi-step Process

LD students with this problem believe that their first effort should produce a finished product. **(See WRITING IX. pgs. 1 and 2)**

1. Model the sequence of creating a two or three paragraph story or expository piece for the class when they seem ready to benefit from this process. For most students, this will not be until they have been in the reading program for a considerable period of time. Write all components on the board as they are generated.

   - Select a topic, preferably one which class members would have information about, and ask the class to join the teacher in a brain storming session. Include a search for ideas and vocabulary connected to the topic. Do this all orally.

   - Take the ideas generated from this idea search and discuss which ones to write about and what order they might be put in. Write the ordered list of ideas on the board.

   - Take each idea and supply details to flesh it out. Drawing pictures, diagramming, and webbing are useful visual techniques for demonstrating the adding of detail.

   - Connect the ideas and details into simple sentences. Initially, just two or three sentences per paragraph are sufficient.

   - Go back over paragraphs now on the board checking for spelling, good sentence structure, punctuation, clarity. Mark up this "first draft". Explain "first draft".

   - Rewrite the piece at least once, right where students can see it - on the board.

2. Repeat this exercise having the teacher's role be that of recorder (write on the board) and facilitator only. Using an oral discussion format have class members as a group select a topic and progress through all the steps. The final editing process however, should be a cooperative activity of teacher and class. Make a copy of the completed work for each student. This activity is a pre-stage for students' actual writing of pieces of a couple of paragraphs in length. It demonstrates for the class that their ideas and sentences are valid and can be made coherent.

Strategies for Teaching Writing in the Basic Reading Class

Great Difficulty Doing Practical Writing Tasks Without Assistance

1. Model the writing of a check, a deposit slip, a withdrawal slip. Use samples from students' own banks, or from other banks. Give students an amount to deposit or a "bill" to pay each day until the process becomes a habit.

2. Create a card which has on it the money words and their numbers; the days of the week and months, both in numerical form and spelled out. The card should be small enough to be kept in a wallet, and can be plastic laminated.

3. Practice reading and filling out applications. Discuss vocabulary. Discuss how to present a positive image while still being honest. Advise students to carry in their wallet the usual information needed to fill out applications.
4. Create an information card for job applications that students can carry with them, which contains all the pertinent information usually required. Plastic coat it for permanence. Memorize this information. It may be simply a vocabulary list.

5. Find out what other practical writing needs the students have, and work with them in class: notes to child's teacher, memo to boss, reports etc.

Lack of Respect for One's Own Creative Ideas Or Writing

Students with this problem devalue their work in spite of praise from the teacher.

1. Create a booklet of work written by students in the basic reading class. Disseminate it in the learning center. Secure students' permission for use of their work.

2. Have regular read aloud days in which the teacher reads work written by students in the class, as well as short works by published authors.
3. Get the work included in an ABE publication. When the student sees his or her own work published beside the creative and capable work of other students it acts as a "proof" that their ideas, and the way they express them has value.

Strategies for Teaching Writing in the Basic Reading Class

Poor Spelling

1. Explain the logic of why spelling is taught immediately: writing is the flip side of reading and reinforces it.

2. Teach one-on-one in the beginning. It is hard enough for them to expose their difficulty to one person. Later it can be done in a small group, with different words dictated to each student, so no one feels less capable than anyone else.

3. Dictate all spelling. (Multiple choice tests are useless for LD students.) Initially, enunciate each sound after the whole word is pronounced. Later, do this as needed.

4. Encourage students to use their own spelling for their personal writing, explaining that spelling correction can be a later step. Some students may initially feel uncomfortable if spelling is not corrected as they write. Accomodate this, for a while, providing any spelling help they ask for until they are able to let this "school" habit go. The fact that a structured language approach for teaching reading and spelling starts with only phonetically regular words and short vowels need not limit students' creative writing.

5. Start students off by spelling just one or two sounds: a short vowel and a consonant. Another technique is to give students a list of words minus the short vowel or phonic element that is causing them trouble. As the words are dictated, students fill in the correct letter(s). st___mp

6. Dictate as spelling exercises, words that have just been read. This reinforces the pattern for both reading and spelling. Have them begin putting the same words in simple sentences of their own creation.

7. Have students keep a looseleaf notebook, with a spelling section with a list of words they need, or have trouble with.

8. Add sight words, one at a time, to the notebook.

9. Teach dictionary usage. Help may be needed for a long time in dictionary skills.

10. Teach students to use a word processing program and spell checker.

11. Assist students if they wish to purchase a hand held spell checker. Some are of limited benefit to LD students. The good ones will take a phonetically misspelled word and give the correct word. The best have a voice component also.

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Class

Letters Omitted from Words

Even though words are pronounced correctly, letters may be left out when the words are written, especially the final letter. Analyze students' writing to see if there is any pattern. Do they omit part of a blend? Leave off the last letter (s) from the third person singular form of the verb? ("He wants" is written "He want".) Omit the "g" from "ing"?

1. Bring the missing letters to students' attention by having them read their work to you. Often this is enough.

2. Sometimes when students read the sentence aloud, they pronounce the words with missing letters as though the letters were there, not noticing that what they read is different from what they wrote. Point out the word and see whether they can correct their error.

3. Include checking endings, or blends, or whatever missing letter pattern(s) they have in their personal proofreading check lists. **(See WRITING IX. 66)**

Poor Handwriting or Printing; Inability to Write in Script

1. Explicitly teach the forming of printed upper and lower case letters. Since basic writing students are also in basic reading, it is logical for them to work with printed symbols in the beginning in both reading and writing.

2. Explicitly teach handwriting script, if the student is interested in learning it and is ready. Many students will already have mastered this at least partially.

3. Encourage students to acquire keyboarding skills and to use a computer word processing program if the physical act of handwriting continues to be uncomfortable.

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Class

Words Omitted from Sentences

These are often the function words: am, a, and, the, but. However, an individual student may have a different pattern.

1. Analyze what the pattern of omission is.

2. Teach explicitly. Often students will see that a word is missing when they read their writing over to themselves. If not, have them read the sentence aloud, running their fingers or a pencil along the line. If when they read the sentence aloud, they include word(s) they had not written down, pause and state that a word is missing from a particular line. See whether they can locate it.

3. Teach that "a" is used before words beginning with a consonant; "an" is used before words beginning with a vowel.

4. List function words or whatever pattern of omitted words a particular student has on his or her proofreading check list.

VI. BASIC READING

Strategies for Teaching Writing in the Basic Reading Class

Disregard for Grammar, Punctuation, and Capitalization

Grammar: " noun", "verb", "adjective", "adverb", "subject", "predicate" may be new concepts for some LD writers. What is more, they are a family of abstract concepts with no place for concrete thinkers to anchor their ideas for comprehension, and memory. It is important that learners use grammar correctly; it is not important that they memorize the "names" of all grammar concepts. Teacher's judgement about exactly what to teach and when comes into play here.

Punctuation: LD students have a very hard time connecting, and thus remembering, punctuation marks which are unfamiliar with concepts which are abstract as well as unfamiliar.

Capitalization: This weakness stems from lack of writing practice, as well as from lack of basic rules information.

1. Ignore grammar, punctuation, and capitalization until students have lost their fear of writing.

2. Micro-unit: Attend to only one element at a time. For example, work only on ending sentences with periods.

3. Teach explicitly, one element at a time plurals, possessives, punctuation, and capitalization. Reading From Scratch Workbook II goes extensively into these areas.

4. Introduce nouns and verbs early in the reading/writing program. These may be taught as naming words and as action words initially as this is how students use them in their writing. A little later, teach the idea of naming words (nouns) as subjects of sentences with students making up their own simple sentences from lists of nouns and verbs.

5. Present possession first as the concept of ownership. Lay it out in concrete language: "The house that belongs to John" Explain that it is too time consuming to repeat this whole phrase each time we wish to refer to the "house that belongs to John" so spoken language has adopted a short cut, "John's house". Work on this orally using a variety of simple nouns and objects owned. Only then show how this is written down in a mechanical way.

- Show that single possessives do not require thought beyond recognizing that there is ownership and the owner is single; then just add " 's ". Do many lists of these before going on in the same concrete fashion to plural situations.
- Highlight every possessive on a newspaper page to bring students' attention to the frequency and importance of this form of punctuation.

- Be sure they really grasp the two central ideas: Ownership is the concept; it is represented mechanically as an accommodation to speech.

6. Explicitly teach the rules of capitalization. This is not done in the beginning because for some students capital B's and D's and P's, M's and N's help them to keep these letters and their sounds distinct.

7. Encourage the use of word processing, with specific training in using the grammar checker.

SECTION VII.
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READING COMPREHENSION

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Meaning Beyond the Boundaries of a Single Sentence: Paragraphs, Passages, Text

***NOTE** This Reading Comprehension section is set up differently from the other subject areas. Therefore, it is critical to read "What You Need to Know about Reading Comprehension" on the following page (VII. 1) in order to use this section effectively.

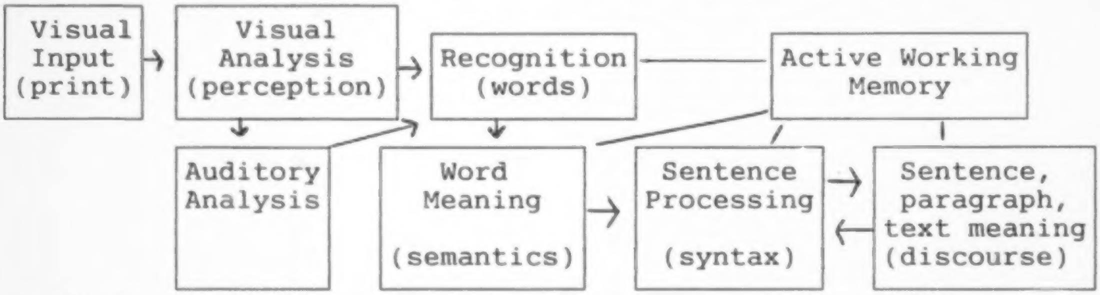
VII. READING COMPREHENSION

What You Need to Know About Reading Comprehension

Reading Comprehension may be defined as getting accurate meaning from and responding to print. Reading is an interactive process during which a number of back-and-forth brain activities occur in concert enabling readers to "construct" meaning. Because reading is a language-based ability, problems with reading may reflect limitations in language that impact the processing of language in print form. Reading problems may also reflect limited vocabulary, limited background knowledge, and difficulty with conceptualization.

The presentation in this notebook focuses upon learning disabled adolescents and adult who have some degree of independence in reading. All are capable of understanding, but must develop strategies for thinking about and processing language in printed form. They may be emerging readers, or they may be intermediate readers whose comprehension problems increase as text structures move away from the story and oral language forms which they have memorized to the more academic structures of Pre-GED and GED text.

The Sequence of Language Processing in Reading Comprehension


Visual Input (print)
Visual Analysis (perception)
Recognition (words)
Active Working Memory
Auditory Analysis
Word Meaning (semantics)
Sentence Processing (syntax)
Sentence, paragraph, text meaning (discourse)

A difficulty any point in this sequence may adversely affect comprehension. Therefore, each difficulty must be evaluated when comprehension is limited or has plateaued. The following order of investigation is suggested because weak language knowledge frequently derails the comprehension sequence. Energy that ought to be spent conceptualizing is spent on ineffective decoding.

Good readers are highly active, bringing to the task:
Language Knowledge: Phonetic Knowledge
Rapid and Automatic Word Recognition
Perceptual Speed and Accuracy
Knowledge of Syntax and of Grammar Rules
Memory Skills: Active Working/Retrieval
Semantic Knowledge: Vocabulary
Background Knowledge
Discourse Skills: Conceptualization Ability
Ability to Recognize Text Structures
Metacognition: Self Awareness As Readers
(See EXECUTIVE FUNCTION IV.)
Diverse Strategies for Success

The charts on the next five pages contrast behaviors of successful readers with those observed among learning disabled readers.

COMPREHENSION SEQUENCE	GOOD READERS	LD READERS (possible behaviors)
PERCEPTION/SENSORY * Visual - Scotopic * Spatial * Directionality * Rapid processing	* Visual input detected, analyzed rapidly * Smooth left to right scanning * Discriminates letters-words automatically * Can maintain focus	* Erratic eye movements * Slow processing * Poor discrimination among letters/symbols * Light quality may be a problem * May track print poorly * Visually distracted * May be bothered by "too much" print
WORD RECOGNITION * Sight Recognition * Phonetic Decoding * Context	* High level of sight automaticity - Eye scans each letter reads each word * Great speed with little or no expenditure of mental effort equals almost simultaneous occurrence of word identification -word meaning * Varied/Rapid Strategies for Unfamiliar Words - word parts--decoding--context--dictionary--other person * Does not let words go by	* Small imprecise sight vocabulary * Poor or no, word attack strategies * Over reliance on guessing from first letter, visual configuration, context * Poor symbol/sound correspondence in memory * Vowel confusions * Identification mix-up w/ consonants -p,t,g,d,b * Alters-omits endings: misreads words * Skips over words * May not know he has wrong word * Can't use syllabication * Decoding pace leads to fatigue

COMPREHENSION SEQUENCE	GOOD READERS	LD READERS (possible behaviors)
WORD MEANING/SEMANTICS * Know Meanings * Retrieve Meanings * Associate Meanings * Integrate New Meanings * Attend to Function Words (them, of, the, about)	* Has large lexicon of stored word meanings: precise-rich-relational * Access to above is quick and dependable * Can hold stored meanings in active memory while using context to hone or expand meaning * Holds on to salient referants - lets rest go * Can use purpose for reading as a guide to word meanings * If meaning unknown: - Looks at word parts - Uses context-checks his "guess" reads behind, ahead - uses outside source - puts in own sentence to hold-writes down * Can hold & store expanded meaning * Can decide importance of word to passage meaning * Knows if he understands it well enough for this context * Can grasp idiomatic/figurative meanings from context	* Limited vocabulary * Poor access - slow retrieval of what is stored * Limited strategies for getting meaning * Poor use of context to grasp meaning because his own meanings too narrow * Slow & inaccurate in associating stored vocabulary with context vocab * Poor at building semantic network * Weak ability to elaborate/store meanings

COMPREHENSION SEQUENCE	GOOD READERS	LD READERS (possible behaviors)
SYNTAX		* Few strategies - little self-awareness as readers
A. Sentence Grammar: Arrangement of words within sentence	* Shoots right for subject of sentence	* Plod along - do not regulate pace to syntax
* The structure for presenting meaning through language	* Can superimpose his knowledge of syntax upon text and do it efficiently	* Trouble altering word order of their own sentences
Grammatical Variation	* Can decode embedded clauses, phrases	* Difficulty untangling longer * sentences
* Punctuation	* Can use multiple clues to get to meaning: word order-grammar-morphology	* Forget one sentence part while attending to another
B. Word Grammar (morphology): Individual word parts that modify meaning	* Uses syntax as guide to author's intonation, point of view, emotion, meaning	* Don't have flexibility to use syntax to activate their own schema (stored concepts) into language form
* Suffixes, prefixes, verb tense number i.e. port - deport - deportment - deported	* Notes and responds to punctuation	* Try to hold exact language rather than idea
* Connecting & Transition-Word Forms, Phrases i.e. therefore, consequently, because of	* Can hold one part of sentence in memory while processes another	* Difficulty shifting to more formal syntax
	* Attends to word forms: Function words Pronouns & other substitutions Connection words/cohesive language ties for logical sequence	* Trouble w/ question or negative forms
		* Misread function words that indicate meaning: to, of, for
	* Can shift among different syntax styles	* Do not understand relation between words and word parts: ripe -- riper -- ripest
	* Can regulate processing speed to accommodate complexity of syntax	* Do not note effects of specific sequence markers: until, unless, since, before
	* Can reflect upon language	* Ignore-fail to interpret punctuation reading right past sentence endings confusing meaning with run-ons
		* Often see language as barrier to meaning

COMPREHENSION SEQUENCE	GOOD READERS	LD READERS (possible behaviors)
DISCOURSE/SEMANTICS	* Are economic processors - start thinking immediately	
* Building meaning across sentences - Paragraphs - Text	* Have solid narrative and text (concepts) schema stored in long-term memory	* Passive readers
		* Have incomplete schema stored in memory: fragmented
* Concept Activation	* Recall prior knowledge quickly while reading, can integrate what is being read without disruption in flow	
Categorize Chunk Information		* Difficulty identifying text schema: Narrative? Expository? Persuasive?
Organize Impose Structure - what's relevant - what's factual - what must be inferred	* Can use new information to reconstruct what is already known - good formation ability	* Limited world knowledge-limited * response
		* Can process only small units of info at a time
* Retrieve Stored Prior Knowledge (schema)	* Has good chunk size capacity Can hold & store increasing amounts of new information	* Do not chunk information - try to remember verbatim
* Integrate with New Information	* Processes largest units appropriate to purpose and/or interest - relevant information is selected & organized thru categorizing & then chunking - leads to continual reduction of information that must be held and processed	* Main ideas - but not critical minor ideas/info
		* Do not supply missing information with "good" guesses: inferences
* Identify Logical Sequence within Content		* Abstract/figurative/humorous presentation of info/ideas barrier to meaning - to concept formation
Get from one point to another Cause/Effect - Time - Like/Different		
	* Has memory for sequences in different types of material	* Argue with text - over using own background rather than first attending to author
* Understand Author's Presentation	* Stores ideas/information - not syntax (usually)	
* Context-Syntax Bond	* Can hold unresolved text episodes data in memory & recall when re-introduced	* Difficulty going from examples to concept & from concept to concept
	* Understands at different levels of abstraction-can tell fact from opinion	* Less ability to report/explain what read
		* Poor visualization ability for ideas/info presented in print form
	* Knows when to be literal, abstract, questioning	* Trouble using meaning to reflect on on syntax
	* Can recognize, tackle figurative language	

COMPREHENSION SEQUENCE	GOOD READERS	LD READERS (possible behaviors)
DISCOURSE/SEMANTICS - continued	* Can take perspective of author * Can condense, summarize, distill information * Can use visualization, prediction * Can attend to supporting ideas * Can supply missing information - inferences * Has diverse strategies when understanding difficult	

VII. READING COMPREHENSION
VISUAL PERCEPTION

Visual perception is the actual seeing and interpreting of the symbols that represent language and of their arrangement on a page. The spatial phenomena of print (letters, words, spaces, lines of text) may sometimes affect math, spelling, writing, and the visualization necessary for science, more than it affects reading comprehension. Some theorists do consider visualizing scenes during reading a perceptual phenomenon.

PROBLEMS	STRATEGIES
* **POOR VISION** .... (not caused by LD, but certainly impacts reading)	8
* **LIGHT SENSITIVITY** The eye's response to bands of the color spectrum........ Words blur, seem to move, rise up, white surrounding spaces become more dominant, words appear to fall off the line, the reader gets sleepy too quickly. (not a learning disability, but does occur somewhat more among LD readers than non-LD readers)	9

VII. READING COMPREHENSION
PERCEPTION
Strategies for Poor Vision

1. Schedule an eye examination
Be consistent about wearing needed glasses

2. Offer large-print materials

3. Have the student use finger or other tool to follow line of print.

4. Offer the student a card with a "reading hole" cut out to minimize peripheral impacts. Adjust the hole size and the area covered to the reader's comfort.

Tom and Peg, town historians, made history on their first date.

PERCEPTION

Strategies for Light Sensitivity

1. Use all of the strategies suggested for poor vision and the following:

2. Evaluate the student's sensitivity to light with colored transparent overlays. For some readers these overlays truly stabilize the print. These sheets of transparent plastic come in an array of colors.

- Ask readers if they experience any visual interference while reading: Do words blur, seem to move, appear to rise off the page, fall off the line? Does white space around words become more dominant than the words themselves? Do readers get sleepy quickly, eyes seem to tire ? Does bright light, or sunlight, or florescent lighting interfere with reading?

These phenomena may be severe or mild, may vary in the same reader from day-to-day. For some readers, the overlays may help considerably; for others, they increase reading comfort, thus their concentration.

It is easy to determine whether the overlays will help:

- Place an overlay over a page of text and ask the reader if this makes print more comfortable, clearer, easier to see, etc. Try several colors to select the most beneficial one, then place that sheet in the reader's class file and use it when reading.

- The quality of light in the reading area, especially florescent light, will affect the reader's overlay needs. It is a good idea to be consistent in overlay use for the first few weeks to gauge its effect, so that both the student and the teacher get a sense of its effectiveness for this student.

- Plastic sheets may be found in art stores or purchased from the Irlen Clinic in Boston **(See Below)**. A staff person from your center may have to go through some Irlen training to be able to purchase from the clinic. The advantage of Irlen overlays is that they are glossy on one side and buff on the other. The dull side is more comfortable for most readers. See what you can locate yourself. Teachers, and students themselves, have been using colored overlays or tinted sun glasses since the 1960's. Irlen has organized this information, added some research and named the phenomenon: Scotopic Sensitivity. Some students truly benefit from the use of overlays or from tinted glasses, others need them more at some times and less at other times.

Irlen Clinic
One Kendall Square-Bldg.
Cambridge, Ma
(617) 621-0830

VII. READING COMPREHENSION
MEMORY

Memory is most important in evaluating reading comprehension. Memory and understanding work together in the process of reading comprehension. Memory capacity allows one to retain, integrate, store, retrieve, and use what one is capable of understanding. Stated to the extreme: "One must remember something to do anything!"

Memory is not static; it works as a process.

Short Term: Memory	Holds a small amount of information for a short time. That information can be used immediately, or let go, or transferred to...
Active Working: Memory	Where information is held for longer period of time while it is integrated with other new information and with information already stored in the mind, thought about and expanded upon. Active Working Memory chunks information for storage, then passes it on to Long Term Memory and can retrieve it from L.T.M. Active working memory regulates the flow of information between the the phonological processing and the higher level conceptualizing.
Long Term: Memory	This is permanent memory where information is stored, possibly forever: stories, skills, information, experiences, facts, Bing Crosby's voice singing White Christmas. The process of placement in L.T.M. takes time. Information is reduced, consolidated, and may be constantly added to.

Memory difficulties not only affect the reading comprehension task of the moment, but they **have** affected the accumulation and integration of all the prior knowledge one needs to bring to this current task. Every aspect of the reading process is heavily dependent upon memory function.

Memory difficulties among the LD have been shown to affect reading comprehension in several significant ways:

PROBLEMS **STRATEGIES**

DIFFICULTY REMEMBERING IDEA UNITS 11
details, facts

DIFFICULTY HOLDING INFORMATION WHILE PROCESSING and ORGANIZING IT 13

DIFFICULTY RETRIEVING and ASSOCIATING INFORMATION 14
stored information with current information

VII. READING COMPREHENSION
MEMORY
Strategies for Aiding Memory of Idea Units, Facts

It is difficult to make an easy one-to-one match between specific classroom memory difficulties and corresponding strategies; however, there are general strategies that will help learners use memory as an aid in learning, holding, retrieving information.

1. Help readers understand that memory itself is a function requiring practice, it is a tool for aiding learning.

2. Assist students in determining, for any in-class task or out-of class assignment, what they must remember for later recall, including salient details. Make this a practice, a routine that students embrace.

3. Model the way in which students are expected to respond to and organize content material as it is presented:
   - Explain the objectives,
   - Stress important facts and details.
   - Have students relate what they already know to new information.
   - State exactly what students will be responsible for.
   - Be selective about what **must** be remembered; do not overload
   - Present questions students should keep in mind while reading.
   - Restate major objectives at the close of class.
   - Immediately following class, have students discuss or write answers to questions posed.

4. Present material in structured units that can be explained ahead of time by teacher. i.e. cause/effect. Such a structure can be diagramed and thus be a form for holding detail information.

5. As much multi-modal involvement with important material as possible in a classroom will aid both memory and the learning processes that memory affects. Read it, hear it, picture it, say it, write it, touch it, draw it, act it out! Review frequently, highlighting central themes and supporting details.

6. Model mnemonic devices or other memory enhancing devices such as chanting while walking for remembering names and dates and small pieces of information. Assist students **in exploring which memory-enhancing "devices" help each of them remember best.** Student must come to know themselves: "I remember best by visualizing, repeating over and over, writing down, taping, listening, acting out..."

7. Assist in the development of memory checklists for important tasks or assignments. These can serve as guides for any sequence of activities (**See sample next page**). Ideally, such planning and monitoring will become habit. Not only does this assist task completion, but it also aids the development of memory as a primary tool of learning.

8. Aid students in understanding that the checklist as a frame for memory becomes a powerful study-skills tool for independent learning, one to be transferred beyond the reading class.

Sample Reading Assignment Checklist

Course/Class: ______________________________

Topic: ______________________________

What I must remember:
Main Ideas ______________________________

____

Facts:
Important Dates ______________________________

Names ______________________________

Events ______________________________

Other? ______________________________

Ways to organize this material for remembering:

Summarize on paper _____ Tape in my own words(paraphrasing) _____

Highlight _____ Key words/ideas _____ Notes on computer _____

Questions ______________________________

To Fix it in My Memory:
How much time needed ______________________________

Best time of day for me to do this ______________________________

How long can I work at this at one time ______________________________

My methods: visualize _____ chant _____ oral repetition _____

subvocalize _____ listening to a tape _____

Review: How: hear tape---answer my questions---discuss

Who: Alone---with class---with one other person----

Test Myself: Alone---with another---

Method? ______________________________

____

VII. READING COMPREHENSION
MEMORY
Strategies for Holding Information

1. Examine a particular sentence and its parts so students learn to use syntactic structure as supports for memory. Select a sentence from a story the class is reading, being sure students have read the relevant previous paragraphs and sentences:

> "After speaking with John, Barbara knew she must confront Bill about his behavior at the party." Explain the role of the introductory dependent phrase. (Grammatical terms need not be stressed) The word "after" sends the mind back to recall some previous important information, then the next clause tosses it forward to what will be coming up. The word "about" requires reflection on the situation that has set-up what will happen next. Learning to think about the role of connector words, and word and phrase placement can deepen the reading/language impact upon the memory system. Concentration slows down the process, helping to embed information. Attention to signals of syntax increases.

2. Teach paraphrasing: Model, and have students practice, paraphrasing. LD readers tend to try to hold information in its original syntactic form, rather than put it into their own "short-hand" language for storage in memory. This can make any reading assignment overwhelming. Paraphrasing is a major key to both understanding and memory; for the inexperienced reader who must tackle academic work, practice with paraphrasing is invaluable.

3. Give short, in-class reading tasks. Stop to summarize frequently. Be sure students know the difference between summarizing and paraphrasing. Ask class members to summarize a short paragraph, then a short passage. Develop one or two questions from the summary. Readers can learn to summarize from their own paraphrased notes. Demonstrate summarizing directly from a short paragraph and from one's own paraphrases. Do as a group, then individually with the teacher monitoring. These skills take time to develop, but are critical to higher-level reading success. Be sure students understand that these skills will expand their memory capacity for both holding and using information.

4. Show students how they can break material into smaller units than are presented in the text.

5. Create categories of relevant paired associations:
animals - habitats; words - spelling rules; stories - people and actions. Then elaborate.

6. Encourage the students to subvocalize as they read or think, to make up rhymes, to get emotional. Emotion aids memory.

7. Encourage students to highlight, color code key words, write notes and questions in the text margins, and to use Post-it notes.

8. Encourage students to write in the margins of books, to read their margin notes at the end of class, and to then write a summary statement about them. They should then write two or three questions about the material.

VII. READING COMPREHENSION

MEMORY

Strategies for Retreiving and Associating Known Information

1. Ask students what they already know about the subject they will read. Make lists of key vocabulary they can expect, key ideas etc. Let students demonstrate what they know in various ways: projects, reports; pair students for activities.

2. Pick out key ideas, ones that students are familiar with (LD are good at this) and then hunt for words and phrases that connect to these main ideas. These can be mapped, or diagramed, or for some students, drawn in picture form.

3. Practice associating meaning on-the-spot: What does this word, sentence, idea make **you** think of?
Connect the word to an experience immediately. Teach students to ask what the word calls up for him or her.

4. Guide students in practicing visualizing: picture people, things, events, actions, sequences.

5. It is easier to recognize than recall: Provide prompts for the students. Present information and then ask for opinions; offer multiple choice tests.

6. Pose questions in class that have no absolutely "right" answer to aid development of conceptual association.

7. Tell the students exactly what you are doing and how it can help them.

VII. READING COMPREHENSION
ATTENTION AND INTEREST

PROBLEMS STRATEGIES

* CAN'T STAY with MATERIAL for ADEQUATE PERIOD 16

* EASILY DISTRACTED 16

* CLAIM MATERIAL IS BORING 16

* DO NOT SEEM to MAKE "GOOD" EFFORT 16

VII. READING COMPREHENSION
ATTENTION and INTEREST
Strategies for Attention and Interest

It is important to understand what these difficulties signify. Certainly problems with the text can lead to frustration, distraction, loss of interest. However, there may be other influences. Many LD readers have an innately slower pace or rate of processing language material. Some, particularly the younger readers, may be vulnerable to both internal and external distractions. Finally, material that is outside the readers' life experiences or seems unrelated to personal goals may not appear worth the effort that reading requires.
Strategies presented in this section are not differentiated according to problem.

1. Be sure students understand and accept purpose for the reading: i.e. necessary for GED, important to learning how to deal with particular form or styles of print.

2. Ask students to remind themselves of their own goals.

3. Allow students, whenever possible, to have a voice in selecting reading materials. Find materials that deal with subjects about which they are already knowledgeable or have a keen interest.

4. Explain just what will be expected from a reading task or assignment. Present small, meaningful units of text. Aid students in deciding how much they can cover in a sitting. Help them determine duration of their reading sessions.

5. Encourage students to note the cause and frequency of distractions. For a day or so have them monitor their own performances, keeping a log of the amounts of work completed and of the number and types of distractions.

6. Provide the opportunity for breaks as needed. Encourage students to move around during breaks.

7. Teach explicitly, modeling any strategies which student are expected to learn. Aid students in determining which strategies work for them in particular academic situations and in learning to remember them and practice them.

(For additional information on attention difficulties, See **BEHAVIORAL ISSUES V. 11 -14 and EXECUTIVE FUNCTION IV. 3)**

VII. READING COMPREHENSION
WORD RECOGNITION

Word recognition and vocabulary knowledge account for significant amounts of the difficulty LD readers at all levels, Pre-GED to college, have with comprehending text. Word recognition weakness is an obvious barrier to fluent reading; struggling at the word level certainly impedes readers' efforts to engage the content and concepts of the text. Furthermore, the vocabulary growth that is a natural outcome of fluent reading does not occur. Studies suggest that vocabulary growth after third grade, is primarily a by-product of reading.

Often it takes some investigation to determine whether word recognition or word meaning, or both, are involved in a student's difficulty in comprehending a particular word at a given moment. A useful question to pose is: is the student able to define the word if it is read to him or her?

In this comprehension discussion we consider learners whose general understanding falls in the normal range, and who read independently, well enough to have been placed in an ABE II class. It may be that after some time in this level, reading progress seems to "bog down". At this point word recognition problems must be considered. Hopefully, this possibility was noted at intake, but that is not always the case.

PROBLEMS STRATEGIES

* **INSUFFICIENT SIGHT WORD RECOGNITION** 18
reader is unable recognize enough words in a text to build meaning

* **POOR USE OF PHONICS IN DECODING** 19
lack of: phonological knowledge; English word structure rules; syllabication rules and strategies; prefixes, suffixes, and alternate word forms. Slow rate of symbol activation and retrieval

* **INEXACT WORD RECOGNITION** 20
a hindrance to fluency: quite=quiet, dresses=dressed, b/d m/n d/p confusions - potted=bottled, function word substitutions for = of.

With LD readers, these types of errors are common. They're not semantic substitutions, but processing errors. In a corrective step, context may be employed to make word recognition changes. Too many such errors overwhelm meaning, resulting in regressive, disruptive eye movements, and excessive guessing. They also weaken the base from which the reader must begin to conceptualize These troublesome response patterns increase when the reader is under pressure for speed and response. (See SYNTAX, VII. 34-36)
* **POOR USE of CONTEXT as a WORD RECOGNITION STRATEGY** 21

VII. READING COMPREHENSION
WORD RECOGNITION
Strategies for Sight Word Recognition

1. Determine the degree of disruption that word-recognition difficulties cause; the level of text where the breakdown occurs is significant. To clarify this, have students read orally from a text with which they have struggled and from a text with which they have not struggled. Sensitivity, privacy, and explanation of procedure are necessary. Oral reading will help determine the degree and type of difficulty and, thus, whether students need explicit individual instruction in word recognition separate from their class, or whether the training may be incorporated into the class lessons. **(See accompanying Notebook: ASSESSMENT AND SUPPORTIVE EDUCATIONAL ENVIRONMENT, READING COMPREHENSION and BASIC READING ASSESSMENT)**

2. Determine whether the major effort will be in the subject class, outside class with a tutor, or in an explicit-skills class. Use volunteer tutors to work with students outside class

3. **Do word recognition work and vocabulary work** in concert; Note **that building general** comprehension **skills at the discourse level does not translate into improved word-recognition skills. Research confirms** that **it is the other way around.** So, though we do use surrounding words as clues, we focus on the individual words first when the goal is development of skill in quick recognition of words in text. Include definitions after words are "figured-out" as this will further enhance their acquisition. The goal is: automaticity, decoding, and context operating in harmony.

4. Have students copy, analyze, and study sight words from the text for pronunciation and spelling. Have them "see, say, write, the words. Use structure clues, such as first letters, number of syllables and consonants that frame the word.

5. Show that in words of several syllables, the consonant frame is like a sturdy "skeleton" to which vowel sounds can be added. Most adults are able to pronounce the consonant sounds, and can extract these sounds from the word, often getting a useable clue to what the word is:

Wonderful - W..nd..r...f...l

6. From content reading or language texts, have the students make lists of study words that do not follow phonetic patterns.

7. Practice and drill words of similar pattern, particularly words that are non-phonetic: night, right, delight, hindsight
Put them in notebooks, write sentences with them. Write and write!

8. Employ the Reading From Scratch list of common irregular sight words and corresponding sentences which ARE useful for testing the student's language acquisition and help build a basic vocabulary of common sight words LD readers often misread and misspell. Also, look at Angling for Words. **(See BIBLIOGRAPHY)**

VII. READING COMPREHENSION
WORD RECOGNITION
Strategies for Poor Use of Phonics in Decoding

1. Work with students to analyze words causing them difficulty with phonetic structure, syllabication clues, suffixes, prefixes, and so on.

2. Chart the phonetic patterns on the wall, and review them before the students need to use them independently. This is a support that will make information available, but also make its use under the control of the learner.

3. Have students note or highlight in the texts specific word patterns from the charts. Encourage students to make highlighting checklists tailored to their particular phonetic, or word pattern problems.

4. Teach syllabication strategies, assuring that students understand how powerful a tool syllabication skill can be to a developing reader. Post syllable types and syllabication rules. Do syllable work on the board using content words. Play with silly long words and nonsense syllables. Count the number of syllables within a word by vowel placement before reading a word. **(See APPENDIX - Syllabication)** Supercalifragilistic: Su/per/cal/i/frag/i/lis/tic: 8 sylls, all are rule-correct!

If intense intervention seems necessary:
Direct instruction in the decoding skills is covered in Section VI - BASIC READING of this Notebook. A shortened form of the **Wilson Reading Program (cited in VI. BASIC READING)** may work well. A student may spend a scheduled amount of time with a tutor to cover this work, or spend scheduled time in a basic skills building class.

5. Transfer all information/skills taught explicitly in the individual setting quickly to the classroom subjects and ideally to the classroom environment.

VII. READING COMPREHENSION
WORD RECOGNITION
Strategies for Inexact Recognition: word parts, function words

1. Have students read orally with tutors to draw attention to the types of errors they make. The tutor points to the errors, the students note and correct them. Teachers then explain to readers that these errors may not be critical at easy reading levels, but that they become very critical as they accumulate at higher levels of text. Demonstrate the changes in meaning these small errors (substitutions) cause.

2. From the oral reading teachers and students can identify/list examples of errors common to individual students, place the list in a notebook as a personal checklist. Then, have the student read orally, following with a finger, consciously watching for these error-type words. Also use it with silent reading.

3. Explain/demonstrate that prefixes change word pronunciation and meaning. Suffixes change pronunciation and the way a word is used, but not its meaning. Teach common suffixes and prefixes, and their grammatical uses explicitly to reading classes. This will increase both word recognition and word meaning.

4. Read a passage and color code endings; state the role of these endings: tells time, degree; describes a noun; describes action.

5. Aid students in accepting their performance paces as normal for them. Pace may vary from day to day. Slow symbol activation and retrieval remain lifetime problems for a number of LD readers. For most, however, pace will pickup with reading practice.

6. Limit the amount of text students have to view at one time. Sentences, at least initially, should be shorter until reading fluency increases, so that meaning isn't lost before students get through the sentence.

VII. READING COMPREHENSION
WORD RECOGNITION
Strategies for Using Context

1. Use context in combination with the above strategies. Remind students that good readers scan every letter and word in a sentence, depending first upon the skills of automatic recognition and decoding before turning to context. This sequence has been documented and is explained as simply a more efficient brain process. For a good reader, the three types of strategies operate in concert.

2. Teach use of context in a controlled format as a means to predict individual words with some accuracy. LD already do too much guessing and now need to learn structure.

a. The student reads previous sentences and subsequent sentences to help inform about what is going on. Discuss, narrowing context to what is essential for this sentence.

b. Think of/guess words that might fit; select a word, read the sentence with selected word to fellow classmates, or teacher. Clear?

C. Go to a dictionary to compare original word and student word.

3. Construct Cloze exercises from a class text. Select a word that has not been recognized. Be sure students have understood the context of the passage that surrounds the sentence containing troublesome word. Present some near-synonyms as choices for the word not known.

- The word "revealed" was not recognized in the following sentence.

"The vote revealed Seward's weakness and Lincoln's strength"

"The vote________ Seward's weakness and Lincoln's strength."
opened, uncovered, proved

Have the student(s) select one of the choices. Explain/discuss why that particular word was chosen. Does the choice jog memory for the word "revealed"? Go to a dictionary and examine meanings it offers.

4. Create cloze exercises from a variety of other materials as an independent exercise to build toward the precision that will enhance vocabulary development.

5. Use cloze exercises to demonstrate changes of meaning or sense made by altering small words or word parts.

"If Bill_______ get ____ job, Mary will not hug him."

does, doesn't, did not / one, any , a

In every case, note the structural features of the identified word; this combination of structure and meaning are supports for retention of the word.

VII. READING COMPREHENSION
VOCABULARY - SEMANTICS

Knowledge of word meanings is a cornerstone of reading comprehension. The integration of the readers' own definitions with the author's particular use are the tools readers use to build understanding.

Vocabulary problems in a silent reading situation can be difficult to identify and clarify. Readers do not always pause to address vocabulary questions to the teacher. Difficulties may represent instances of, or a combination of: word recognition difficulty, ignorance of word meaning, inaccuracy of meaning.

Many LD readers overuse context as both a word-recognition aid and as a meaning aid. Because they have had a lack of knowledge and skill, guessing has become habit. They use it as a blanket response and often don't recognize it as something atypical, something that **they** bring to the reading, something not practiced by fluent readers. To them this is just "reading".

PROBLEMS STRATEGIES

* LIMITED GENERAL VOCABULARY 23
limits ability to build necessary semantic
networks to aid text comprehension

* LACK of AWARENESS of MULTIPLE MEANINGS for WORDS 25
* WORD MEANINGS ARE TOO NARROW, TOO LITERAL
TOO VAGUE 26
difficulty with abstract meanings

* INEFFECTIVE USE of CONTEXT to AID MEANING 27

* MEANING IS "THROWN OFF" by MISREAD WORD PARTS/FORMS 28

VII. READING COMPREHENSION
VOCABULARY - SEMANTICS
Strategies for Limited General Vocabulary

1. Isolate word recognition from vocabulary meaning:
Ask students to list any words that prevent understanding, then tell the students to ask themselves whether they are unable to figure out how to say a word or whether they just can't get meaning. If it is recognition that is the problem, then students can try to guess, using structure clues such as first letters, number of syllables, consonants. This guessing can be narrowed by using surrounding words and ideas to approximate meaning. If even with this guidance, student(s) still cannot read the word, read it to them. If students respond by saying, "Oh, that's what that word is", and quickly give its meaning, the teacher knows that word recognition is the culprit in this case. Sometimes recognition and meaning go hand-in-hand. In this case, work on them together. Help the students decode words, discuss them. Write words in notebooks.

2. Use passages of moderate length to begin the following process. Model the entire process; teacher and class go through the process together; students practice on their own.

- Give the subject or theme of a passage to class, introducing the passage and the key words readers might expect to find in it, particularly subject oriented words that may be less familiar to students; write the words on the board. Discuss meanings in the group, garnering what class members can add.

- Have readers preview the text for additional significant vocabulary. Look at pictures, captions, boldfaced words, and then list any resulting vocabulary on the board.

- Determine those words that are unfamiliar in meaning to any students. Discuss and define these.

- Have students keep their own lists of critical words in notebooks and write independent sentences from them.

This analytical approach to vocabulary building in text is useful if not overdone and if it's done in a subject context. It can add to the students' general knowledge and reading ability. This includes word lists for particular subject areas such as science or social studies; those formed from proper nouns; those of interesting origin, development or derivation. Increasing vocabulary in a specific area of interest or academic importance can be a stepping stone to building general vocabulary.

3. Demonstrate that getting to know a subject and its vocabulary empowers the learner. Refer to the confidence teenagers feel in their pop-culture jargon. Draw from students the vocabulary of their friends, music and jobs to clarify for them the language knowledge they already have. Help them expand this to new areas.

4. Ask students to read, on their own, several short pieces on the same subject. Select subjects about which they have always wanted to know more. Assure them this will not only bring pleasure, but increase vocabulary in areas important to them. Make connections! Use vocabulary from independent reading in writing exercises.

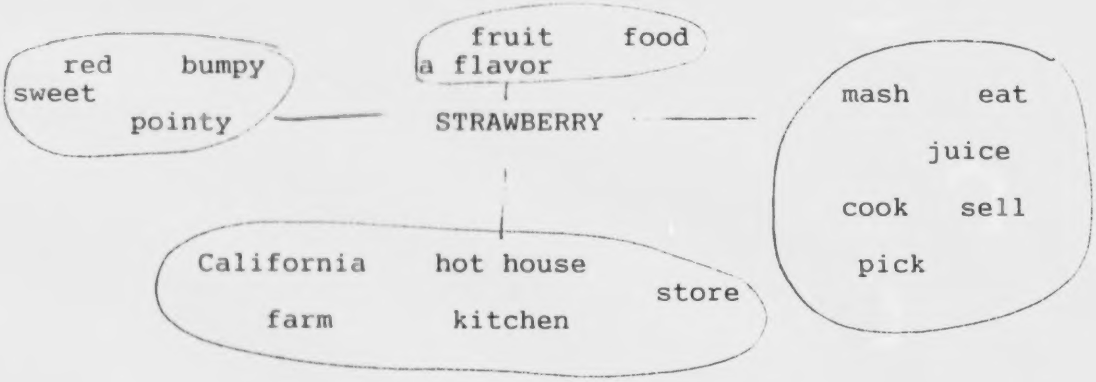
5. Expand and deepen meanings through concept descriptions. Select or have students select key words from a text. Begin with more concrete words and gradually move toward the more abstract. Start with common vocabulary so that the process is the focus, moving to higher levels and abstract words when the class is ready. Select a word (i.e. strawberry). Students fill in the characteristics from their own background knowledge.

Characteristics	**Word-Strawberry**
What is it?	plant, fruit, bush, food, a flavor..
Features?	red, bumpy, top-shaped, sweet...
Kinds of?	Calif., native, hot house...
What can you do with it?	mash it, juice it, eat it sell it, cook it, decorate with it..

Then return to the text to see which of the characteristics are described; are there some the class did not name? Did the class outdo the text?

7. Have students write several sentences using the word strawberry, each with a different meaning. Students then associate this full concept "strawberry" with other key words/ideas in the passage; it can also be diagrammed. This is the base for understanding the author's perspective.

8. Have students do mapping, diagramming, and drawing of meanings to help them place the meanings in memory. Have them visualize the added characteristics they assigned to the words.



9. Play, games in class such as Scrabble, Boggle, Password and 20 Questions, etc. Read aloud to student, pausing to discuss meanings of words.

VII. READING COMPREHENSION
VOCABULARY - SEMANTICS
Strategies for Awareness of Multiple Meanings for Words

1. Using some of the same words from which semantic networks were created, demonstrate multiple meanings and multiple uses:
- Strawberry: a fruit, a color, a flavor, a name.....

- As an adjective: Strawberry shortcake, strawberry curl, strawberry mark, strawberry tomato. Students can easily analyze the commonality as well as the differences in these meanings/uses.

2. Go to another concrete word like truck. Ask class to make sentences with various meanings. This can be an oral exercise. Add a few that are less common:

"So long, gotta truck on home."
"I never had any truck with that nonsense"

3. Go to the dictionary for any additional uses.

4. Do these types of exercises with a number of words students are familiar with. It will provide insight about the **concept** of multiple meanings. Then move on to critical words in the texts.

5. Look selected words up in the dictionary, or have the class provide several meanings. Then go to the passage and have the class decide which of the definitions they have best fits the author's use. Have them tell why.

6. Try to use key words selected from the text in sentences of varied meaning.

7. Write a list of words on the board or on hand-out cards. Ask students what subjects or categories do these words fit. Is there more than one? Students (alone or in small groups) decide on categories and place words in categories. They then identify the general characteristics of the categories; the specific characteristics of the words placed within the categories. Finally, they consider additional associated words: synonyms or close approximations.

VII. READING COMPREHENSION

VOCABULARY - SEMANTICS Strategies for Narrow/Literal and Weak Abstract Vocabulary

These types of responses are often the result of limited reading experience; thus, no practice with academic prose or dialogue. Of course, the best antidote for narrow interpretation is increased general vocabulary and word-sense resulting from years of reading.

1. Demonstrate how meanings that are interpreted too literally or narrowly can limit full understanding of a passage. Use a sentence like the one below. Comics are good sources of misinterpretation. "If I am elected to the U.S. Senate, I will put a chicken in every pot. I will end crime and feather the world with peace." How many ways can this be interpreted? With humor, a class could spend hours on this political statement. But what does it really mean?

2. Select a word from a passage that is drawn from the students' world of experience, but is also rich in ambiguity and requires careful reading of the surrounding text. Break into groups to see what the interpretations of this word in this passage means. The goal is to spark debate, showing readers that different meanings are possible.
3. As a follow-up to Straegy 2 above, model the building of a semantic web to show that meaning and vocabulary can be expanded through association with related words and ideas. The following example was done as a class exercise in response to the word "strange", in an E. A. Poe passage.

STRANGE
SCARY
WEIRD EERIE
FEAR
ODD
WACKO
FREAKY
BIZARRE UNKNOWN
CRAZY
UNEARTHLY
FAR OUT OFF THE WALL MYSTERY
YO-MAN

4. Make abstract words concrete. Take a word like sportsmanship and ask the class to define it. Ask for specific characteristics necessary to meet the requirements of sportsmanship. Put these on the board, accepting only concrete descriptions.

5. Assign individual class members words from the text. Have students look up their words in a dictionary and then list only concrete words used to define their word. Can the students organize, draw, or diagram their lists in a way that makes the word clear to the rest of the class? Finally, have students decide which other words, or phrases surrounding their word in the text indicate what meaning the author was intending.

VII. READING COMPREHENSION
VOCABULARY - SEMANTICS
Strategies for Using Context to Aid Word Meaning

1. Model an explicit structure for using context to decipher the meanings of unknown individual vocabulary words in order to teach students to avoid random guessing. Begin with the text being read.

Ask "What do surrounding words, ideas suggest?" Discuss. Have students suggest possible meanings, asking them for the idea, not a specific word, yet.

Keep narrowing down if students are comfortable. Consider how exact the definition of (word(s) must be to give the meaning the class thinks is intended by the author in this passage. Finally, ask class for a specific word. Several may result.

Try them all in the passage. Is meaning held?

Go to a dictionary and check word(s) out.

2. Identify a passage in which there are no vocabulary difficulties to practice connecting ideas with specific word(s). Ask "What is this passage about."

Say "Find the words that told you the idea you just stated."

Ask "What is the meaning of the particular sentence these words are in?. Can you say how the word(s) are related to the main idea of the sentence, of the passage?" Model this for the class.

3. Have the students copy the text sentence(s) from which problem word(s) came to remind them of their meanings. Or they can keep a vocabulary list by subject with short key words of their own choice to remind them of definitions.

4. Have students create sentences with some of their problem vocabulary words. This is particularly good for LD readers as it ties the physical task of writing to the development of ideas.

5. Use cloze exercises with any material of interest to provide practice in analyzing and predicting the meanings of individual words from context. When this is being undertaken to develop skills, it is useful to begin with passages or sentences that are easily read by the students. Move to passages and meanings of increasing sophistication.

6. Put the same word(s) in several sentences of different meanings on the board and ask students to compare/discuss the various meanings to see how they are alike and how they diverge.

VII. READING COMPREHENSION
VOCABULARY - SEMANTICS
Strategies for Word Parts and Word Forms

1. Demonstrate meaning changes as a result of form changes in words: history vs historically. Use passages from content text.

2. Have students use four or five different forms of the same word in sentences. This is a very good class exercise, and can be done orally or as a written assignment.

happy, happiness, happily, unhappy, happiest,

3. Point Out that prefixes change meaning; suffixes hold the meaning, but change the way the word is used.

4. Go to text passages to locate varying forms of the same word.

5. Use content passages to identify words of identical visual form (spelling) with varying meanings:

a room -- this is countable, enough room -- not countable
she rooms with Jane ---- this is an action What is the common thread in these three uses of the word "room" ?

VII. READING COMPREHENSION
SYNTAX

Syntax is the arrangement of words within a sentence. It is subject to grammatical rules for combining words into larger meaningful units: phrases, clauses, sentences. It encompasses the relationships of words and word parts within the sentence. Syntax in the context of word parts is called **syntactic morphology**, sometimes just referred to as morphology. Morphology is the grammar within individual words: inflections, degree, auxiliary forms (ing, ed, est, gone). Word parts modulate meaning and intention.

Syntactic knowledge and processing ability are critical for both entering into text and constructing meaning from text. Research suggests that in the typical developmental pattern, at about age four or five, children begin to "switch" to using syntax as the primary mode for deriving meaning from oral language, whereas earlier they relied upon voice tone, facial expressions, gesture, etc. It is interesting to note that this is also the age society has deemed children ready to begin learning to read.

LD children with language difficulty have been shown to lag behind in this "switch". Add to this the ensuing difficulty with developing word-recognition skills and it becomes easy to see the stage set for a struggle to get meaning from print. Though LD individuals do eventually make this switch to using syntax to interpret meaning, their storage and retrieval of words and especially of word forms/endings/function words, is often inexact.

It is very fortunate for LD children that early-reading texts and stories mimic the oral language patterns with which native speakers are familiar. This is also the case with text used for new and marginal adult readers. Adult readers have had years to reinforce these basic oral story and information patterns (also called scripts or schema). For most, understanding meaning in these "memorized" scripts is no chore. However, at about the fourth-fifth grade reading level there is a shift away from these oral-type patterns to a syntax that is different, more academic. It is content oriented, using a varied syntactic style. Adapting to this new level of text is a challenge for even good readers.

Beginning at the Pre-GED level, adult education texts are written in this more academic style. Frequently, it is at this Pre-GED level that comprehension difficulties begin to surface for both emerging adult readers and for many LD readers who have come into learning programs with marginal reading. For most adults at this level of text, there is no problem understanding the meanings of content-based text. If the information is presented orally and unfamiliar words are defined, understanding is quite within the students' grasp. It is getting through the surface structures that is the problem for many LD adults. By surface structures we mean phonetic elements, word recognition, syntactic structure.

VII. READING COMPREHENSION
SYNTAX

PROBLEMS STRATEGIES

- **DIFFICULTY WITH LONG/COMPLEX SENTENCES** 31
- **LITTLE KNOWLEDGE OF PARTS OF SPEECH** 32

- **LITTLE OR NO ATTENTION to FUNCTION WORDS** 34
  connect, qualify, modify meaning
  (when reporting on stories or text, LD typically under-report function words that identify sequences (now, then, of, from, into, when, where)
- **MISREADING OF MORPHEMES** 36
  the word parts or auxiliary forms that indicate time, degree, condition (ing, ed, est, ful).

- **IGNORING OF PUNCTUATION** 37
  skipping over punctuation; failing to note, or in some cases, to understand the meaning and intonation of punctuation.

- **LANGUAGE INFLEXIBILITY** 38
  difficulty switching from syntax form that presents information in a text to a form that asks a question about that information

VII. READING COMPREHENSION
SYNTAX
Strategies for Comprehending Long/Complex Sentences

1. Build expanded sentences with the students. Start with a simple kernel sentence. Color it with a crayon, add individual modifiers, add phrases and clauses to tell when, where, why. Note how core meaning remains intact, yet how embedded it becomes. The teacher models, the class as a group experiments, individuals try it.
John ran.
Silly John ran fast.
On wednesday, silly John ran fast
On Wednesday, silly John ran home fast.
On Wednesday, June 1, silly John ran home fast.
On Wednesday, June 1, silly John ran home very fast to his mother.
On Wednesday, June 1, silly John ran home very fast to his mother because a dog was chasing him.

2. Change the sentence word order. The class can break into groups to do this and then present their versions.

3. Use increasingly complex sentences to demonstrate how much an expected sequence can be altered, especially in fiction. Show that it can throw the uncareful reader off:

> The hungry giraffe jumped over the wall in search of food.
> In search of food, over the wall jumped the hungry giraffe.

This is a good way to begin approaching figurative language -- by looking at its syntactic role.

4. Model the reverse of the above exercises, using passages that students can easily read and understand: Select complex sentences and identify the describers: look for when, where, why, how information and name the words that clue the reader to that information. Then have students locate and color the core meaning/ kernel sentence. Have them bracket the kernel sentence. Here again, it is useful to try rearranging the word order to see how meaning is still held. Start these exercises with sentences where the words and meanings are fairly concrete. Gradually move to more abstract meanings, and to more complex syntactic structures.

5. Have students select troublesome passages from their texts and practice the above (4) strategies. Have them state aloud what they are doing as they do it. Correct grammatical terms and diagramming can be added as the teacher determines their importance.

6. Transfer the analyzing techniques, 3 and 4 above, to content material at the Pre-GED and GED level as quickly as possible for any individual student.

VII. READING COMPREHENSION
SYNTAX
Strategies for Parts of Speech

1. Be sure students understand and appreciate that English is rule based, and that knowing the rules frees one from unproductive wandering. Help students to see rules as freeing rather than restricting.

2. Find sentences from other languages where the syntactical structure is different and demonstrate what these rule structures would do to English meaning. You can have fun with this important lesson.

English: John is coming home.
Greek: The John not is coming to home.
(In Greek an article is placed before a name when a person is being spoken about, but not when a person is spoken to.)

3. Demonstrate parts of speech and their roles by building kernel sentences, but this time focus on the roles of the words. Suggest a theme for a sentence or short story. Call for specific word types. You can make it game-like and rhythmic:

Theme is a birthday party:

"Find me a thing; find me a person; find me an action; find me a describer; find me a time."

4. Choose a paragraph and pull out just "naming words". Put these on the board. Give the title of these words: nouns

Ask: "How much can you understand with just these words?

Ask: "Are there other words in the paragraph that will really add to the meaning? Look for action words." verbs

Continue the exercise with descriptive words: adjectives.

5. Determine when it is appropriate to present and discuss the grammatical names of word forms to particular students or classes. LD have both trouble with this and fear of it. However, at some point they need to handle at least some of this information, certainly nouns, verbs including the To Be forms, adjectives...

To attach new concepts (grammar labels) to language, which students already have, talk about how language developed. First came the naming of objects or people (nouns). Then came actions (verbs), and then describers (adjectives). This cycle is repeated in every human as he/she learns speech.

6. Consider "mental" nouns as an outgrowth of 5 above. When students are comfortable with the idea of naming words, nouns, the generalization to abstract or mental nouns is within the grasp of most students that have been taught by this writer. Do not present too many at once. Words like idea, happiness, truth are quite manageable. Have students define them. Put their definitions on the board, pointing out that to define these abstract words, we often use concrete words that indicate what we can see or hear. **(See BIBLIOGRAPHY, Reading From Scratch, Wkbk. 2)**

Truth: What really happened, just the facts.

This is a good opportunity to use semantic webs **(See VII. 26)**

7. Devote a separate lesson to the forms of the verb "to be." This can be illuminating. What does "to be" mean? It means to exist -- the understood concept behind every use of every "to be" form.

Jane is thin. Jane cannot be thin if she does not exist. Make a variety of sentences using "to be" in all its forms, and practice this useful reminding phrase in each case and tense.

Mary was late. Mary could not have been late if she did not exist.

End this with Yul Brynner's speech in **The King and I:** "I am, I am." What is he saying? And what is his full meaning?

8. Pronouns become a problem when there is too much text between pronouns and the nouns to which they refer. One way to tackle this is to attach a name from the story to each personal pronoun and see that the result makes sense. Ask students what the problem with speaking this way is. Of course this is obvious, but seeing it demonstrated and stating it will help students to consider the relational role of pronouns.

Do this same practice with possessive or demonstrative pronouns.

Mary and June baked a cake.

They did not let their children eat this.

VII. READING COMPREHENSION
SYNTAX
Strategies for Function Words

Misreading and altering function words is a big problem for LD readers, perhaps because these readers rely too heavily upon meaning as a decoding guide, and these words are not heavily meaning loaded. Function words are also likely to be imperfectly stored, more difficult to retrieve from memory. Some teachers will want to name function words grammatically. Others will feel less concerned about this. In either case it is critical to ensure that LD readers attend to them.

1. Make function words real by making them concrete. Demonstrate them physically:

   Take a box and objects like coins or pencils and say, "Put them in the box; under the box; over the box; on the left, but away from the box," and so on.

Find or create a short text using the same function words that were demonstrated. Color code the words and then have the class read them and compare the roles they play in the text with the box tasks.

2. Demonstrate the roles of function words in mathematics as a follow-up to the above type of activity. By generalizing to mathematics, the utter importance of attention to these signal words can be confirmed. "Multiply **by** 4. Divide 3 **into** 12."

3. Question readers about the events in a story asking how they knew this or that happened, what clued them in. Guide them toward locating specific "telling" words. What creates the particular logic of the reading? Are they time words, cause and effect words, comparison words?

4. Consider also the roles of larger function words that are not as easily passed over, but whose meanings within the sentences and role in connecting sentences may not be attended to. **(See WRITING IX. 27 for a list by meaning category)**

Use this list to examine passages in Pre-GED or GED texts. Have students write some good examples of words and sentences placing them into notebooks. This is a more effective method for placing the meanings and roles of these words in memory than just giving the prepared lists from grammar texts. For the LD learner the meaning for anything is best hooked to the context use. This builds needed associations that aid later recall.

5. Select a sentence from a story the class is reading, being sure students have read and understood the relevant previous paragraphs and sentences:

"Ron was afraid to see Mary because of his fight with Nick." Explain that the first part of the sentence moves readers forward to what is going to happen, but then the "because" phrase pulls them back to consider some previous information that must be understood before what comes next can be understood. If readers do not reflect on "because", meaning will be unclear.

Learning to think about the role of connector words and word and phrase placement can deepen the reading/language impact upon the memory system. This concentration slows the process down, and helps embed information. Eventually, alertness for the signals of syntax will become automatic.

6. Remove some basic function words from a passage and ask students to try to decipher the passage without them to show how much these connect and clarify meanings.

__Tuesday John went____ ____ store____ paid___over due bill
Students can then choose function words to enter in the spaces. This can be done at increasingly complex levels.

7. Ask students to look for and mark function words as long as misreading or interpreting them is a problem in comprehension. As text becomes more complex, the mischief caused by misread function words increases. To know whether this continues to be a problem, continue to question students in some detail about text, but also listen to the students read aloud. This must be done with care, and not before classmates. It is best for he teacher to do this, but a well trained aid or volunteer may substitute.
An excellent activity for attending to varied syntax structures for time sequences may be found in **Workbook II** of **Reading From Scratch**, (See **BIBLIOGRAPHY**)

VII. READING COMPREHENSION
SYNTAX
Strategies for Attending to Morphemes

1. Demonstrate the importance of time as shown by tense by telling a story that students know takes place over a number of days and extends into the future. In this telling the teacher speaks every verb in the past tense. Ask what is confusing. Write on the board the proper verb endings necessary to bring clarity to the story.

It is wise to discuss verb tense initially in practical terms and to hook these to the linguistic names. Do this every time you make the reference.

Right Now - present   Finished - past   Not Yet- future

2. Give students a theme such as wallpapering. Ask them to write three paragraphs describing a person wallpapering a living room. In paragraph one they use the past tense to describe preparing for the job; in paragraph two they use the present tense to explain the act of doing the papering; use the future tense in paragraph three to tell how it will look when finished.

3. Very often LD readers misread an ending such as an (s) signaling third person singular and then must, and do, alter subsequent words to make the rest of the sentence be grammatical consistent. They make this adjustment following the error because their spoken language is fine. However, these small errors become critical when finer shades of meaning are being altered or missed. They also increase with complexity of text.

"Mary jumps up and catches butterflies." may be read as,

"Mary jumped up and caught butterflies."

Attend to this in silent reading by listening to oral reading and having students make checklists of their own common errors. They can practice using these lists with short passages.

4. Color code word endings in selections of text.
Ask what these endings tell you: time, condition, degree, comparison.

Alan painted the bedroom.

I love sunny days.

His feet were the coldest ever in his life.

Betty is funnier than Ben.

5. Demonstrate the different effects of prefixes and suffixes upon the same word. Explain that prefixes change meaning, suffixes change use.

He is an intelligent man. He is an unintelligent man.
He has a lot of intelligence.
Continue with a variety of prefixes and suffixes.

VII. READING COMPREHENSION
SYNTAX
Strategies for Punctuation

1. Demonstrate the effects of skipping punctuation by reading aloud to the class, ignoring all punctuation. Put a passage on the board for this so students can follow what is happening.

Then read the passage again, demonstrating the punctuation by using the voice dramatically to highlight its effects.
2. Demonstrate the function of each item of punctuation. Put the following sentence on the board with different closing punctuation marks.

John was here.   John was here?   John was here!

3. Demonstrate how the voice should change when one is reading a sentence that is a quotation: a more personal tone is taken.

4. Create some sentences from which students can try this activity. Explain that it is standard exercise in college speech classes.

5. Read a short passage, exaggerating pauses, sentence endings, statements in quotes, etc. and have the class help you write it on board with punctuation to suit the way you read it.

6. Have students read some passages, marking every piece of punctuation and identifying it. This will instill an awareness that will carry over to their own silent reading.

VII. READING COMPREHENSION
SYNTAX
Strategies for Language Inflexibility

Inflexibility is a difficulty adjusting to varied forms of sentence presentation. (See length and complexity; see VII. 31)

1. Help students to understand that developing language flexibility, ability to figure out sentences written in a style which is not familiar to them, takes time and practice. Assure them that they are perfectly capable of understanding information and ideas. Learning to follow an author's words is something readers of all levels must do. Advise, "Be patient with yourself."

2. Have students dictate sentences about subjects they know well: their music, work, sports. Write these on the board; ask students to rearrange the words (syntax) in each other's sentences without changing the meaning. Tell them to add words if they wish.

3. Obtain stories on the same event from three different newspapers. Break the class into three groups. Have each group summarize the information from the story. Then have each group put on the board the exact sentences from their newspaper that gave the information. Compare and discuss the differences.

4. Continue this practice with content material from a couple of different books. Start with content text that is easy reading for students. Move to more complex structures as students are ready.

5. Work with students on understanding the format of questions. This is a particular stumbling block for some LD learners. The difficulty becomes evident when students really know information but are unable to translate it from a declarative context to a question context, particularly in the testing situation.

a) Starting with simple questions, ask for an explanation of the questions just as they stand. "What is being asked?"

   Look at the forms of questions. What words introduce questions? Make a list from students' own suggestions.

   Demonstrate changing the above questions back into statements.

b) Using questions from content text the students are familiar with, go through the above exercises.

   Ask "Can statements similar to the ones you made from the question be found in the paragraph?"

c) Have students practice answering text questions from familiar material immediately without referring to the text. This is a check on their understanding of the question.

6. Attend to negative forms in questions and statements. Highlight them, remove them, ask what the sentence means. Demonstrate all the forms of negation. Model, then ask students to use them in simple and in more complex sentences.

VII. READING COMPREHENSION
DISCOURSE COMPREHENSION

"Discourse" refers to meaning created beyond the boundaries of a single sentence. "Discourse Comprehension" is understanding and responding to paragraphs, passages, and text. It is what most of us are referring to when we talk about reading comprehension. Discourse understanding depends heavily upon the interplay among rapid print processing, retrieval of stored language information, working memory, and attentional control. Efficiency with these primary tasks provides the base for discourse level understanding of what one is reading. Readers who have had years of experience handling these tasks with minimal mental effort, are quickly able to engage the higher-level thinking and conceptualizing functions necessary for reading.

Often what appear to be discourse level difficulties, especially for learning disabled readers, are actually underlying problems with rapid print processing and accurate storage and retrieval of language information. These difficulties show up as weakness in phonics, word recognition, and syntax.
LD readers may or may not have problems at the discourse level. However, for some, the impact of LD affects the ability to conceptualize with language, to attend to sequences and to language details. Limited experience with print certainly has inhibited the accumulation of general information, the awareness of organizational patterns used in text, and the development of effective reading strategies.

Good readers cull prior world knowledge and knowledge of text organization from memory and bring these to bear upon new information that is before them. Using active working memory, these readers integrate old and new material to construct expanded or entirely new meanings. They are also able to handle material quite removed from their own experience. They can reduce and code information and ideas for storagein long term memory. They are able to adopt the perspective of an author. Good readers use diverse and flexible strategies to pull meaning from increasingly complex syntax and, conversely, use meaning as a guide to unravel syntax. Finally, they know whether or not they are understanding.

(Please review COMPREHENSION-BEHAVIORS CHART, VII. 5)

The following problem statements and strategies are not intended to suggest that reading is made up of isolated behaviors. Rather, they represent interdependent parts of a whole which are brought into play as the content/organization of text and the purposes of readers require. They are categorized for purposes of discussion.

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VII. READING COMPREHENSION DISCOURSE
Strategies for Active Reading

ALL the problem-strategy categories listed in the Discourse index could fall under the heading "Active Reading" because all describe directed efforts by readers to maximize their interactions with texts and authors.

This section titled "Active Reading" focuses upon survey and question strategies for engaging the content of material as readers approach it and as they progress through it. Several question-format strategies may be used in one reading experience.

Preparing to Read

1. Model aloud, put questions and answers on the board. Remind students that the decision to read is one's own. The following procedure serves readers as warm-up exercises serve athletes. Encourage students to rehearse aloud.

Why am I doing this now?	Group in-class assignment, independent in-class assignment, homework, other?
What do I want to get out of this specific reading task?	Understanding, new information, pleasure, answers to questions
How long will I spend now?	One hour, thirty minutes...?
Will I take notes?	
What physical environment do I want?	Privacy in the classroom, my own room at home?

2. Help students develop individual perspectives on these topics.

Previewing

1. Model aloud, put questions and answers on the board.

What kind of text is this?	Short story, sales pitch, science article, political argument?

(Help students develop awareness of text structure by taking time to explain characteristics expected of a particular text genre)

What is my purpose in reading it?

What do I already know about this subject that will help me take in and understand new information?

What would I like to know, to get out of it?

How should I approach it: paragraph, page, chapter?

How much will I read at a sitting: pages, amount of time?

Have full class and individual students practice this procedure with passage(s) selected at first by the teacher, then by students.

Pre-Reading

1. Model aloud, put questions and answers on the board.
Then have students practice the sequence alone or in small groups.
State the purpose for "your" reading of this passage.

Look at the title for clues to content; think of your purpose again.

Flip through the article or chapter. Look at pictures, diagrams and captions.

Read any boldface-print sentences, words, headings.

Scan pages for unusual and unfamiliar words.

Read the first sentence of the first and last paragraphs.

Read any questions or summaries that follow text.

Write down any questions raised by these activities.
Note ideas or prior knowledge called up by the previewing.

*Stop..look away from text..reflect on what you've gleaned.

Questioning As One Reads

1. Place an enlarged page of text on a flip chart. While reading aloud to the class, ask, "What is this about?" Put one or two ideas that jump out in the margin (or on a separate piece of paper). Ask, "What are some important words on this page?" Underline these. Ask, "What questions can be developed from these ideas and words?" List questions, but do not yet answer them, i.e. "Can a main point be identified? What kind of information will come up next? What is it important to remember: dates, names, ideas, facts, opinions... What more specific question do these underlined words raise? Is there anything here that I am not understanding? What must I do to understand?

- Set the above questions aside and ask students to do the same preliminary exercise as a group with another selection: put up on a flip chart.

- Now, teacher and students attempt to answer the questions listed for the two passages. Start with more general or "idea" questions. These give questioners a frame of reference on which to hook detail questions and answers.

- Impress upon students that at end of the reading sessions, or at least on the same day, readers should write short, even one word answers to the questions they have made. This is an excellent basis for creation of study summaries.

2. Use graphic organizers as teaching-tools to help readers develop their own questioning skills for specific types of text.

Predicting

1. Model by reading aloud with students following in their texts. It would be good if one or more of the pre-reading techniques had been employed with the passage used for this demonstration. At a pre-selected point in the reading pause and say, "Based on what I have read, I think that what is going to happen next is ________. I am going to keep reading to see whether I am correct in my "prediction. Aha, I was right, ______________did happen!" Then ask "What cues did I use to make this correct prediction? These words_______ and this information______________" Confirm the correct prediction, by reading salient details from passage.

2. Repeat this exercise using a prediction that proves faulty so that class may analyze why the reader went astray: "Was the miscue due to what I thought I read in preceding paragraphs?" What clues could have helped readers alter a prediction as it unfolded?, Consider background information from the text and from readers' experience, specific vocabulary, transitional words.

3. Prepare questions that tap readers' experiences and prior knowledge to help them think about what is involved in predicting.

Take a story like E.A. Poe's "Telltale Heart". In this story a murderer who has buried his victim under the bedroom, floor tries to behave normally when police visit. (...= omitted text)

" ...A suspicion of foul play had been aroused...and officers had been deputed to search the premises. ...I smiled, for what had I to fear. The old man, I mentioned was absent in the country. ...I bade them search well... I led them to his chambers ...I brought chairs and ...in the audacity of my triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim. They sat and chatted ...But, ere long I felt myself getting pale and wished them gone... I fancied a ringing in my ears...it continued and became more distinct...at length I found that the noise was not within my ear. ...It was a dull, quick sound... such a sound as a watch makes when enveloped in cotton...the noise arose over all and increased. It grew louder-louder-louder. And the men still chatted pleasantly and smiled. Was it possible they heard not...No, no, they heard, they knew ...they were making a mockery of my horror... But anything was better than this agony... I felt I must scream or die...I shrieked...

- Why would the murderer seat the police in the victims' chamber?
- What could the noise have been? - Who do you think heard it?
- What was his agony. - What do you think happens next?

4. Create some cloze exercises with several choices presented as possible alternatives for what comes next. Ask the class to base choices upon the actions and feelings that have led to this point.

- Officers____________ no more, I __________ the deed.
  (play, pretend, chat) (did not do, admit, know not who did)

5. Make clear that predicting produces more than a "quick" grasp of what is going on in the text. It really makes the reader an active partner in a dialogue and will enhance development of critical thinking as well as increase pleasure and retention.

Paraphrasing

1. Tell students that paraphrasing is the re-stating of concepts or information in the reader's own words. The paraphraser usually uses fewer words than the writer, but not always. One may paraphrase a sentence because a particular detail is important or one may paraphrase a paragraph; this is usually an attempt to re-state and hold the main idea and some supporting detail. The purpose is to aid memory. Paraphrasing is a step, a strategy in learning to summarize.

2. Model the paraphrasing of sentences provided by students.

3. Have students practice paraphrasing dictated single sentences. Students can work in pairs, presenting a sentence orally or in written form for their partners to paraphrase.

4. Model the parpahrasing of a paragraph when students are able to paraphrase single sentences. Select a paragraph that is easy reading. Identify the main idea (check first sentence or end of paragraph), and then have students look in the paragraph for supporting details. Check for accuracy and write down in note form. From these, create a two sentence paraphrase for the paragraph.

"Frisbee is one of the fastest moving of sports. It is a game for the young and healthy. There are no time outs, and runners go straight out until a goal is made. Therefore, be sure you are in good health, a practiced runner, and have excellent footwear if you plan to try the sport of frisbee."

Main idea paraphrase
"Frisbee is a fast sport, so you need good health, good footwear."

Detail paraphrase
"Frisbee players keep running until a goal is made, no time outs."

5. Help class members determine whether their paraphrases are accurate enough. Be sure paraphrases contain salient information, make sense, and are stated in complete sentences. Though the brain condenses and chunks information for storage in long term memory, information is initially best organized/learned in sentence form. Put text page number, topic, and paraphrase into student notebooks.

6. Though initially details may be listed in note, or even diagram form beneath the paraphrase, the objective is to learn to be fairly quick in paraphrasing. The note taking is a temporary technique to aid practice until readers become more skilled.

Summarizing

1. Explain that summarizing is the effort to capture the full meaning of a page, passage, chapter. It involves taking a unit of text and organizing the main ideas and supporting details so that the "message" is fully captured. Summarizers may use the language of the text, their own paraphrases, or even drawings or diagrams.

2. Model for students: Select a text, ask questions aloud.

How much material will I include in a summary?	A single page, a passage of several pages, a chapter.

(When modeling, place several enlarged pages of text on the board or a flip chart. Select the amount to be summarized. Write directly in the text margins if this will be acceptable practice. If it will not be, then lay a blank scribble sheet on the facing page of text.)

What is the topic?	Write in margin/scribble sheet
What are some key words? phrases?	Underline in the text
What is the main idea?	Write " "
What questions occur to me?	Write " "

** Summary writing from the notes should be done as soon after the note taking as possible; best within the same day while the mind is still engaged with the subject. **

- Create statements from margin notes, incorporating key words, and answering questions. How many sentences will be used to summarize? The fewer, the better. Have the class practice changing margin notes and questions into statements

- Re-read the summarizing sentences after they are written, look away, re-read. Look over any diagrams. Re-read the next day.

3. Have students practice this summarizing exercise with various types of text: history, science, narrative,

- Use a question format for summarizing.

who? **where?**
"The citizens of Velestino, Greece discovered an urn **did**
filled with ancient Greek and Roman coins buried under **what?**
the main street of their village. They were digging deep
in the ground in order to place a foundation for a new
movie theater. They struck the urn many feet below the **when?**
surface of the road. This excavation occurred in the 1960's.
How long had these coins lain there? Who would own them
now? They are part of the country's heritage. They were **what**
claimed, rightfully by the state." **happened?**

Who:
What:
Where:
When:
What happened:

4. Practice other methods of summarizing: drawing, diagramming, reading into a tape recorder.

5. Check summaries with others who are reading the same material. Analyze summaries in texts for enriching own practice.

Monitoring One's Own Reading Performance

1. Inform students that engaging the active reading strategies described above will put them in control of the outcome of any reading they undertake.

2. Review any preparation and pre-reading questions as a check for evaluating the outcome of this reading effort.

Did I satisfy my purpose for this reading?

Did I get what I wanted out of the reading?

Do I have a summary that contains main ideas and important details.

Did I fail to understand any part of the reading? If so, what was the problem? What did I do to reach understanding?

Do any important questions remain?

If I have not mastered this material to my satisfaction, my plan for continued work on it is____________________________

VII. READING COMPREHENSION
DISCOURSE
Discussion of Organizational Structure

The next two sections of this Notebook consider:

- The methods/strategies readers can use to bring their own organization or sense of control to a text they are reading

- Readers' strategies for discovering the organizational structures authors have used to frame their information and ideas

Good readers integrate these two types of organization to construct meaning from text.

Imposing one's own organization upon a text, sorting information and ideas in a way that makes "sense," is easier with most narrative text than with expository text. This is because narrative text usually follows familiar patterns; readers have life experience that tells them what to expect in "this reading". Often readers, LD or not, lack frames of reference for dealing with the organizational patterns authors use in expository text. They may have some content knowledge, or they may be able to process the content facts, but how these facts are to be organized can be particular to the author and not follow patterns familiar to readers. Comprehending this type of text presentation requires a more "bottom-up" strategy. Readers have to build their own and/or discover the author's organization from bits and pieces of information. There is more variety among expository structure: cause/effect, problem/solution/temporal order, and so on.

VII. READING COMPREHENSION
DISCOURSE
Strategies for Imposing Organization to Aid Understanding

Activating Background Knowledge/Schema

Reading comprehension requires readers to integrate their own background information with information presented in the material being read. The term "schemata" is used to describe the background knowledge readers bring to the understanding of text. A schema is an organized "chunk" of information or experience about an event, an experience, an object, a concept, a field of knowledge. One may have a schema for grammar, for building a house, or for the word democracy.

Schemata help readers understand what to expect in the unfolding of a an event or description. When reading, "Mary was sleepy so she put the sheets in the dryer," readers know that Mary did not get into the dryer herself. They know she dried the sheets, put them on a bed, and then got into the bed. The readers' schemas allowed them to fill in the needed information.

1. Impress upon students the value of "activating" background knowledge when they are reading; they can become more productive readers if they understand the support that linking their own knowledge with what is on the page can provide. Assure LD learners that they are not "dumb" when they do not grasp something right away. Perhaps they just have too little information, too little background information about the subject at this time and will need to take time to develop some. This is an important concept for LD learners to understand and to accept.

Demonstrate this by having students read the following articles. Have them take notes about the articles or write summaries. Follow the notes/summaries with a question-based discussion.

(a) Last year Harley-Davidson sold 30% of its bikes overseas. Foreign riders wanted an even larger share; Harley could have made many additional sales. This suggests good future profits for the bike maker. However, American riders are also loyal to Harley. Some customers tattoo the company logo on their bodies. In fact, the chief problem facing Harley is it can't manufacture its bikes fast enough. It has a one year backlog.

(b) Computers speak only to those who listen with a trained, technical ear. Basic keywords such as print, go to, and return have special meaning for the Basic interpreter. Basic interprets keywords as part of commands. Keywords, also called reserved words, cannot be used as variable names, or the computer will think they are commands; they can appear within variable words though. Keywords generally appear in program lines. Run the program to execute statements.

Question: Which did they find the easier to understand?

Why?

What information did they to bring to article (a)? (b)?

What was harder about article two? Anything?

Is it not true that both articles used individual words that readers could understand?

Add other questions that seem relevant from the discussion that ensues.

2. Present the following article to the class. Give half the class untitled, articles, half the class titled articles:
"My New Job-Picking Beans"

Ask students to write summaries or summary notes; compare. Which are more complete? What was missing in this article? Did those with titled articles include anything about picking beans not included in the article? Context is important!

> The high ones were the hardest, being set behind the flat yellows. They were also the longest. It would not be a problem if you decided where to start. The light, of course, could be a problem. And you had to have the right things with you. That was a decision you should have settled before. It was better not to be overloaded when you came or when you left. Soon this would be just another fact of your everyday experience. Being prepared would help you make fewer mistakes.

- Repeat the objective of this activity: becoming aware of and taking responsibility for activating or increasing one's own background knowledge/schema as an aid to comprehension.

3. Use formats with which students are familiar to demonstrate the value of employing templates or advanced organizers as initial guides for accessing, organizing, and integrating **known** information and concepts. These can help students understand text structure and characteristics of concepts, and enable them to rank main and subordinate ideas. The tools can then be employed to "capture" new information and concepts. Students can lay a template at the edge of the book or article as they read and fill it in after a first reading. Some students may not want to fill in and prefer to use templates just as a guide --whatever engages the students in learning is fine.

- Start with a narrative form (story grammar) and keep it simple. Most adults have background knowledge of mystery and action forms

Mystery Story

What is the **mystery?** ____________________________________

Is there a victim? ________ If so, who? __________________

Is it another kind of mystery, no victim, something else?

If so, what else?, Describe________ ______

What are the actual facts? _______________________________

Is it solved? yes________ no ________

How is it solved? ____

Action Story

Ideas	Details
Setting:	
Where?	old country house, isolated
What is it like?	unpainted, small, quiet
Main Characters	old woman and cat
Story problem?	a tornado is coming
What clued you?	train-like noise, but no nearby tracks, swirling dust, dog howling
What does the main character do?	cries, runs, hides in house, comes back out for cat, can't get back in
What is the consequence?	blown up in air, lands in lake swims to shore, cat gone, she alone

Questions in these script templates can be fine-tuned to specific stories to strengthen the connection system for newer readers.

4. Sequence a Process-Schema: Building a Boat

Look at boats, boat yards, boat literature
Explore materials, tools, cost
Narrow choice, select blueprint,
Purchase materials..... etc.

Organizing this type of schema is good practice for learning to chunk essential details in a text.

5. Move to an expository form that is familiar to most people, even those with limited reading.

Brief Newspaper Article

What is the topic? ________________________________

What facts are given?______________________________

Were there also opinions expressed? _____Whose?_________

What words or phrases tell you fact/opinion? ___________

Is this article trying to persuade or just inform?______

Were you persuaded? ____________ Informed? _____________

6. Help students generalize from forms they are familiar with to those with which they are less familiar. Use the narrative form to introduce a more academic topic. Make an oral presentation of typically expository material, a GED history lesson for example, to tie it into familiar thinking patterns. This can provide a transition to the expository organization used in the texts themselves because the information is the same.

Tell the story of the Landing at Plymouth.
Encourage questions and discussion as the "story" is being told.
Have class members write down central ideas and facts.

Select and have students read another text passage that presents the same information. Are students able to understand the text?

Increasing Background Knowledge

1. Use the previewing and pre-reading exercises described on pages VII. 41 and 42 to assess the amount of information students have about a content area that is to be pursued.

2. Cull from the class words and information they already have about the topic presented in the reading. Do this as an informal discussion to make it more comfortable for those with less specific information. Responses from some students may stimulate others to retrieve their own information and thoughts on subjects.
3. Provide background information, both key words and concepts, when necessary for readers to obtain full value from a reading. This can be in outline form, or definitions of key words, or a brief general discussion about the topic. Ask for questions....

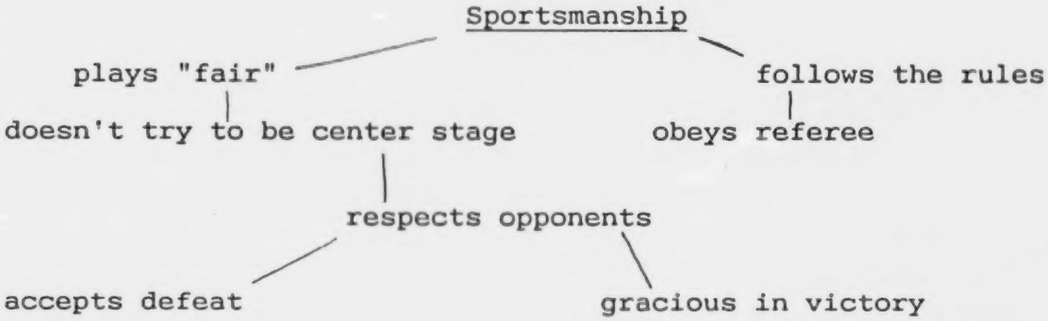
4. After strategies (2) or (3) above are completed, write some of the key words given by teacher and students on the board in the form of a semantic map. Give the terms for this activity: semantic mapping or webbing. Explain the value of this activity as an aid to memory.
(See VII. 26)

5. Encourage students to develop background knowledge by selecting a subject of real interest to them and reading several articles, stories, books on just this subject. If this is a project it can be concluded by having students share their new knowledge with each other. They should tell why this subject is of such interest.

They can do this on their own over a matter of months and will experience a deeply satisfying pride when they begin to "know" a subject from studying it. Adult LD students who accomplish this for the first time really learn what prior knowledge is and how exciting it is when they are able to bring it into action with something they are reading. Provide the opportunity for this.

Mapping or Webbing whole concepts

1. Give definition of "concept": a group of specific features that fit together to define a category or general idea.
Examples: sportsmanship, good food, marriage, democracy



2. Start with the very familiar: ask each member of the class to brainstorm and write down his or her own thoughts about "good food". Compare their results. An example from a class follows:

Good Food

Student A.	Student B.
good for you	tastes good fruits
homecooked	big Mac
healthy meat	homecooking hot soups
no additives vitamins	fried chicken
not fried	food groups
low fat veggies	pizza spicy

3. Show that concepts can certainly be individual, sometimes amusingly so: "Alice complained to her foreign born husband that she was so mad about the quality of the dollhouse they had ordered for their child's birthday, that she was going to raise the roof. She came home to find that her husband had removed the dollhouse roof and was adding lengths of board to make it higher"

4. Return to "good food" concepts; ask the class to agree on a definition for good food, (good for you or tastes good?) and selecting from their individual concepts, put together a concept that fulfills and displays the definition.)

5. Use a characteristics or components description to exhibit the agreed upon definition of good food. These are useful for integrating ideas readers hold with what is in the text.

Concept	Food That is Good You
Some Main Components	
____________________	Adheres to food pyramid
____________________	Is low in fat
____________________	Contains vitamins/minerals
Examples of Components	
____________________	More fruit, less cheese
____________________	skim milk
____________________	spinach and potatoes
Not True of	
____________________	veggies don't count
____________________	red meat most important
____________________	potato chips, cotton candy
Related Concepts	
________________	Home Cooking
________________	Healthful Diets......

6. Locate an article on the concept of "good food" and construct a components chart or map it to compare with class results.

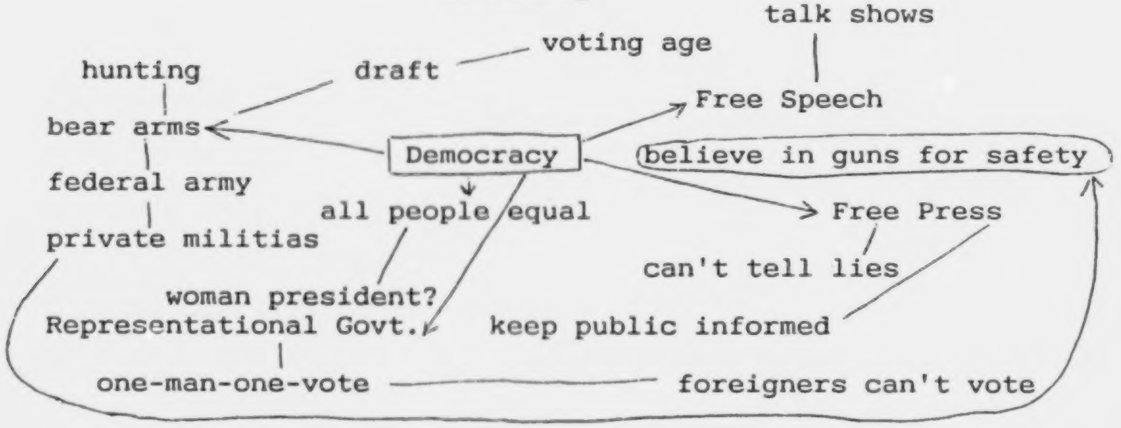
7. Practice with a more abstract concept like Democracy

Concept	Democracy
Some Main components	
________________	free speech
________________	free press
________________	right to bear arms
Examples of Components	
________________	radio talk shows
________________	Daily Inquirer/Time
________________	hunting
Not True of	
________________	you can threaten the President
________________	newspapers can print lies
Related Concepts	
________________	representational government
________________	checks and balances

8. Build a Web of the concept of democracy from a single word, adding details from a text. The group-created web below would provide an excellent discussion base for honing certain concepts for what is and isn't true. Can true and not true be defined in a concept like democracy? How about in a concept like "good sportsmanship"?

* Remember the purpose: to build and integrate background information

Democracy


talk shows
voting age
hunting
draft
Free Speech
bear arms
Democracy
believe in guns for safety
federal army
all people equal
Free Press
private militias
can't tell lies
woman president?
Representational Govt.
keep public informed
one-man-one-vote
foreigners can't vote

9. Create a visual presentation of the above notes. Determine which features the majority agree with. Circle those things that are agreed upon and square those that all do not agree upon.

10. Encourage students to develop their own webs, diagrams, or drawings. **(See VII. for examples from learners)**

Prediction

1. **(See VII. 43 and VII. 56)**

Visualization

Visualization is the newest term for a form of imagining that many readers do quite automatically, some without being aware of it. In visualizing, readers picture, "see" what they are reading, in the "mind's eye" as they read. It is most common in fiction. Instruction in this skill can enable readers to use it as a technique to strengthen integration and memory of new material.

Developing visualization skills:

1. Present students, individually, with a fairly simple picture that only the student can see: a boat on a lake, a man on a bicycle, etc. Ask the students to make initial statements about their pictures. From then on, all descriptive statements can only be responses to questions asked by you (teacher). And, each subsequent question must be based only on information provided by the person seeing the picture. When the teacher thinks the concept of the picture is clear, she describes what he or she is visualizing to the student who can verify the "impression."

- Reverse roles after several practice sessions. Be sure students understand/use the question format, and state their final "understanding" of the picture in clear language.

- Have students pair up to practice this exercise

2. Ask students to close their eyes. Say, "Picture a clown." Allow 30 seconds to visualize. Ask them to share their clowns. What color hair? What kind of face? What wearing? What doing?

- Repeat this exercise with any concrete, imageable noun.
horse, tree, road, fire

3. Expand the exercise by describing a beach with sand, hot sun, blue sky, water lapping. Stop offering suggestions, but have students continue building the picture filling in their own details. Have them describe their developing scenes.

- Repeat the exercise with different scenes: a thunderstorm, a walk in the woods, a hot July day, a battle.

4. Have students close their eyes; describe a series of steps asking students to act out the steps in their minds: stand-up, walk out the classroom door, turn left, walk to the third door down the hall, open it, go to the long table, pick up pencil and paper, return to the classroom.

5. Tell stories and ask students to lie back and pretend they are at the movies. Keep adding details and, finally, ask students to describe the pictures they are now seeing.

6. Have students visualize abstract words or concepts: greed; heavenly; a winner; many hands make light work. Have students fold a sheet of paper into quarters. Write each word and phrase into one of the quarters. Then close eyes and visualize each concept. Finally, open eyes and draw their images. Share.

Using visualization to enhance comprehension:

1. Put a single paragraph on the board. Cover all but the first sentence. Ask students to try to make a mental picture from the first sentence. Begin sliding the cover down the paragraph uncovering subsequent sentences saying, "If you cannot picture the first sentence, that's fine. How about this second sentence? Let's go on to the third. Is your picture changing? Read this fourth sentence. What do you picture now? Does your picture prepare you for the concluding sentence? Describe your initial images and how they altered/expanded if they did."

- Did any images they already held about the subject come into play? Were these altered by what was in this current information?

2. Read a passage or tell a story to the class instructing them to visualize what is occurring. Stop at a critical point and ask students to "picture," **"predict"** what should happen next. Ask them to continue picturing without words, seeing details. Use the tone of the context, the quality of the images stimulated by the author's language to aid their "visual" predictions. They should attach words to what they "see." Share visualizations, discuss.

"The nomadic peoples dressed in white pantaloons and black neck scarfs were moving a great flock of sheep toward the borders of Albania. A group of about twenty men, they were guiding the slow animals up narrow trails that twisted around boulders lining the slopes of steep mountains. A village lay ahead on their route; they were familiar with this village and its narrow streets. Each year their sheep attempted to stray from these streets into green fields of wheat to forage. Each year the passage through the village became more difficult. Now they knew the villagers were awaiting them anxiously; even the old priest would be there. They walked close to their sheep; they touched their rifles; they fingered the silver coins in their pockets; they looked at their leader who kept walking, whose face showed no anger...."

3. Suggest that readers draw images or impressions if they think this will help them remember ideas or fact or their own reactions.

4. Tell readers the objective is to create images that will stay in the mind and serve as memory enhancers for information they wish to recall later. An action sequence from a GED Social Studies text can offer good practice for using visualization in this way. Encourage LD learners to use visualization as often as they can.

VII. READING COMPREHENSION

DISCOURSE

Strategies for Recognizing Organizational Structures of Text

1. Assure students that the structure of a piece of writing is identifiable, and that recognizing this structure aids the chunking, storing, and remembering of important material. Determining organizational sequences is a "bottom-up" process, a discovery process. Thus, readers must be aware of possible organizational structures in order to be alert for them. LD readers, particularly, need to develop schema for these patterns.

2. Define these sequences and the function that each has:

Compare/Contrast	- Shows how two things are different or alike
Problem/Solution	- States a problem and offers solution(s)
Cause/Effect	- Why something is happening, action-reaction
Enumeration	- A listing
Sequences	- Time order of occurrence: minute, day, year - The order of events, or steps of a process

3. Display the organizational sequences through the presentation of advance or graphic organizers which provide a kind of grid that readers can fill in with words to make relationships clearer. **All examples are below. Teach only what is useful.**

- Use easy passages for student practice, presenting one structure at a time: repeat in various formats:a story, a battle, a storm...

- Have them describe situations of their own and fit them into organizational patterns appropriate to their telling.

- Include primarily non-verbal organizers: diagrams or pictures.

- List transitional words that are cues for the category.

4. Discuss when/why a writer would use a specific organizational form.

Compare and Contrast

Cue Words: same, different, but, similar, however, on the other hand, instead, alike, still, yet

1. Graphic - English and Mexican Dinner

	Alike	**Different**	
Main dishes -	meat	mutton	chicken
Ingredients -	meat vegetables starch	mutton peas potatoes	chicken tomatoes rice
Spices -	salt,pepper	mint	cumin
Cooking Methods -	oven	roast	casserole

2. Diagram

English	A Good Dinner	Mexican
mutton	meat	chicken
potatoes	starches	rice
carrots	vegetables	tomatoes
mint	spices	cumin
roast	ovens	casserole

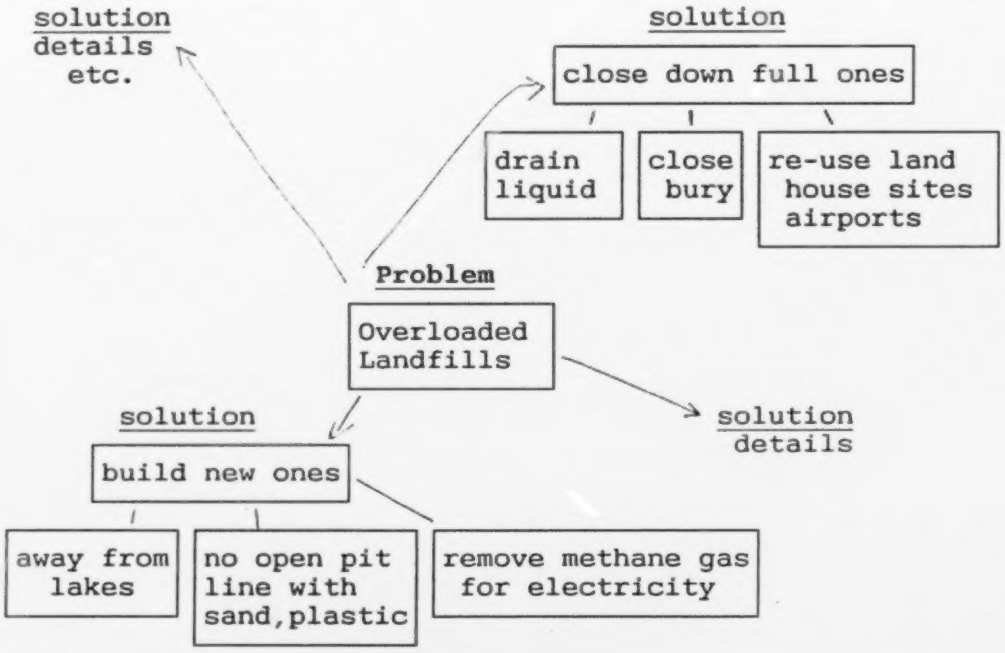
Problem and Solution

Cue Words: a difficulty is, a problem is, an answer, the solution is, what can be done is, one thing to do

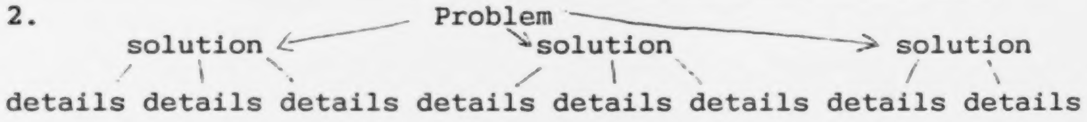
Present the following situation in several P/S formats.

"Landfills are filling up! Where to put garbage is a growing problem. Garbage can be toxic and dangerous so it cannot just be put anywhere. It can pollute ground water. It can also create methane gas as it decays. Some towns are building new landfills lined with sand and plastic to prevent seepage. Pumps are being placed to drain off liquids. People are getting on the recycling bandwagon. Some landfills are being used as sites for new construction, such as malls, homes, airports."

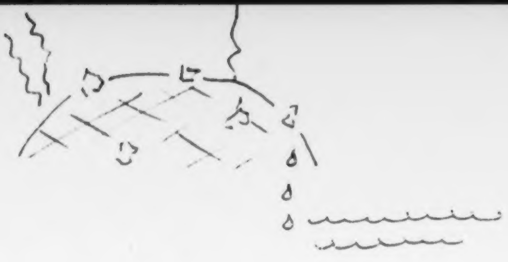
1. **TOPIC: Landfills**


solution
details
etc.
solution
close down full ones
drain liquid
close bury
re-use land
house sites
airports
Problem
Overloaded Landfills
solution
build new ones
solution
details
away from lakes
no open pit
line with sand,plastic
remove methane gas for electricity

2.


Problem
solution
solution
solution
details
details
details
details
details
details
details
details

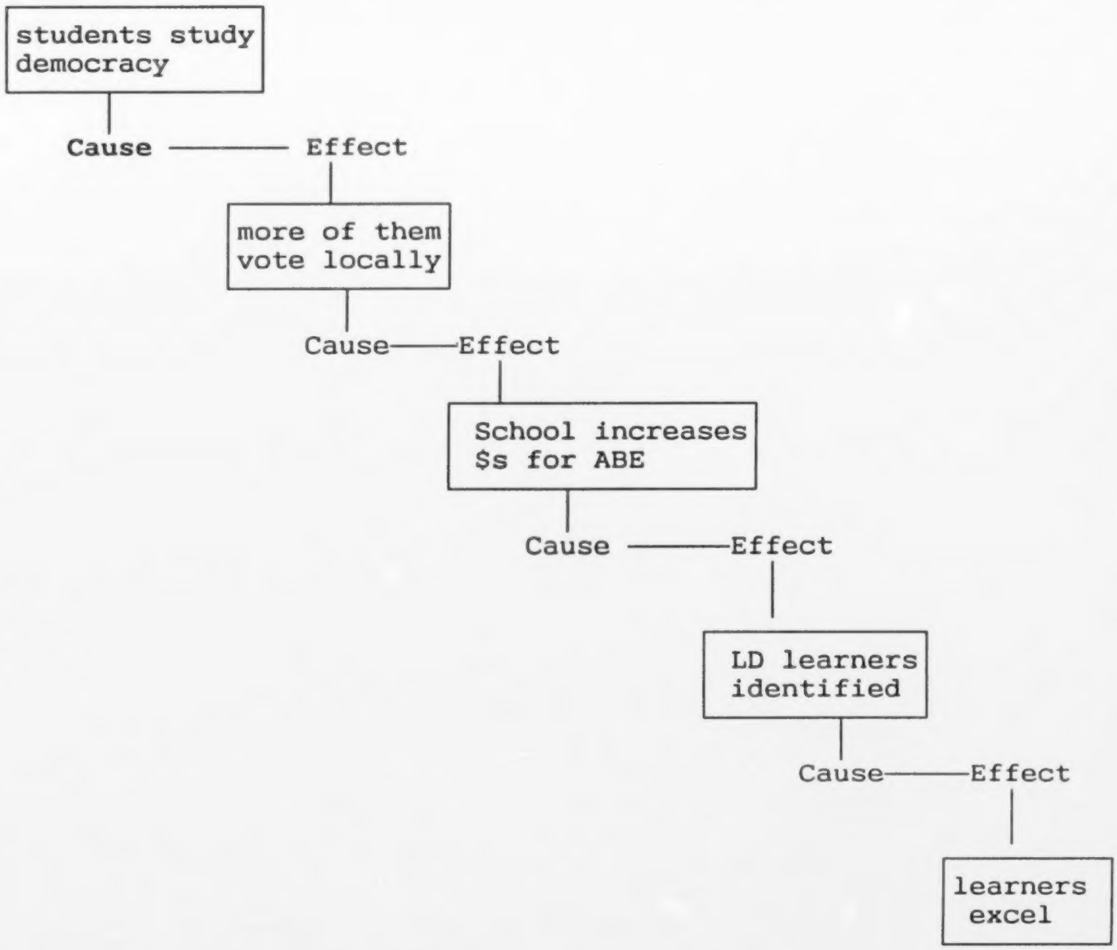
3. **Problem**
Landfills = Danger



Cause and Effect

This may be described as: event to result, or action to re-action
Cue Words: because, for this reason , therefore, effects, consequence, so, thus, since, as a result

1.


students study democracy
Cause
Effect
more of them vote locally
Cause
Effect
School increases $s for ABE
Cause
Effect
LD learners identified
Cause
Effect
learners excel

2. Use simple arithmetic to demonstrate the concept of action and result; name the behaviors (arithmaic functions): add to, take away from, divide by.... This can be very helpful to newer readers who are not used to thinking about the **role** of language in describing actions. This can also be made physical using pennies.

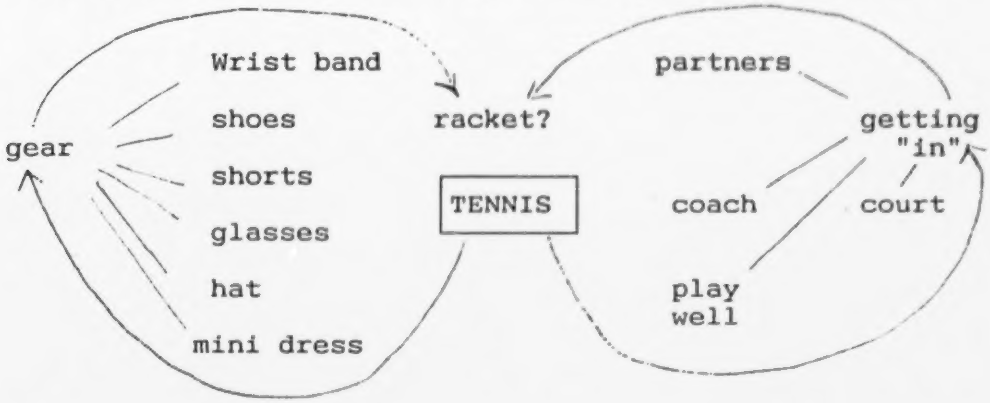
$16 + 20 = 36 - 9 = 25 -- 5 = 5$

Enumeration

1. Tell students that enumeration is sort of a list-description. The details that surround the event or subject are listed.

Cue Words: an example, for instance, finally, including, also necessary, in fact

"Do you ever wonder what the term tennis-racket really means? Tennis is an "in" sport for the well practiced, the well outfitted, the well heeled. In this sport, it costs a lot to watch your feet! The right-look matters in tennis, so be prepared to purchase more than a racket. Ordinary sneakers won't do, name brands are necessary. In fact, stores that promote tennis place the "right" shoes right next to the "right" rackets. Mini dresses or shorts as well as sun hats, glasses and wrist bands are essential gear. Now, get ready to worry. Will you play well enough to be accepted on the "in" courts? For instance, who will be willing to play with you? Your first partner will probably be a cute coach with a tan which you will pay to maintain.


Wrist band
shoes
gear
shorts
glasses
hat
mini dress
racket?
TENNIS
partners
getting "in"
coach
court
play well

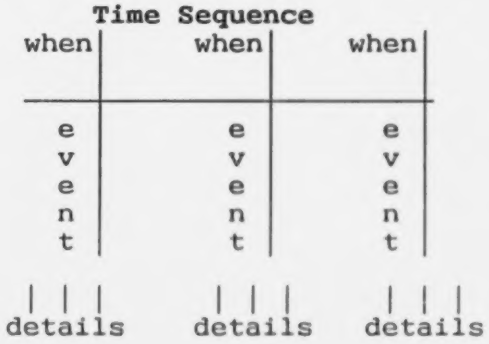
Sequences

Cue Words: first, then, next, after, finally, following this, second, third

1. Have students tell a story or procedure that they know well and have them place it in one of these frames.

Time Sequence

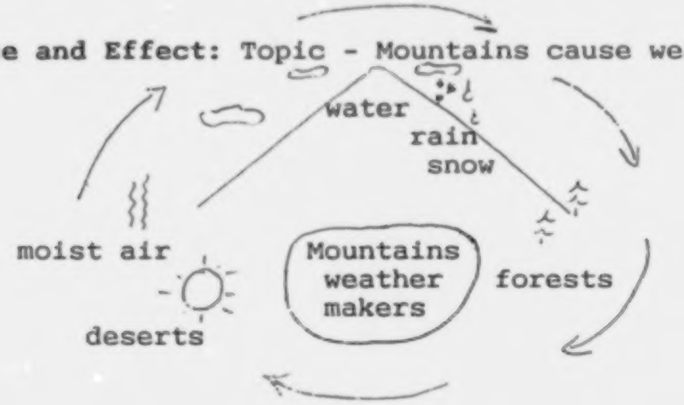
Date	Event
____	____
____	____
____	____


Time Sequence
when
when
when
event
event
event
details
details
details

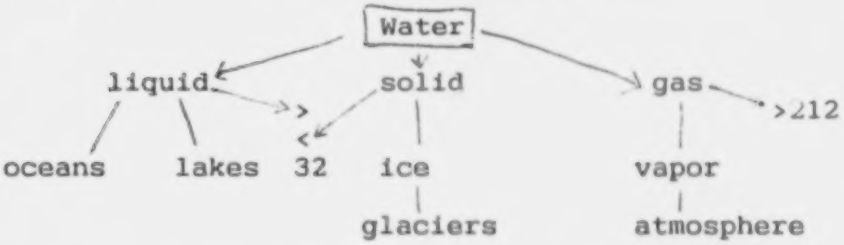
Reader Created Graphics

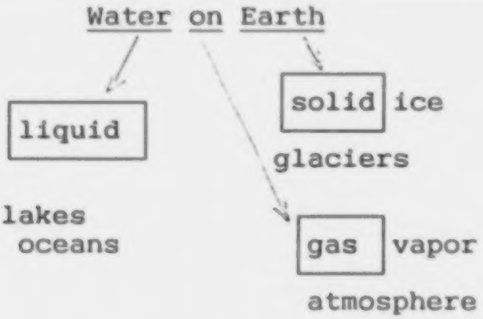
1. The following are graphics, diagrams designed by learners in response to passages of not more than one page.

Cause and Effect: Topic - Mountains cause weather


water
rain
snow
moist air
Mountains
weather
makers
forests
deserts

Descriptive: Topic - Water on Earth


Water
liquid
solid
gas
>212
>
<
32
oceans
lakes
ice
vapor
glaciers
atmosphere


Water on Earth
liquid
lakes
oceans
solid
ice
glaciers
gas
vapor
atmosphere

VII. READING COMPREHENSION

DISCOURSE

Strategies for Attending to Details

LD learners are much better at coming up with main ideas than with minor ideas and details. This is true for oral response and more so for written response.

Details

1. Discuss the importance of detail with students who tend to overlook them. Outline the resolution of a murder mystery. Remove a critical detail. Question: why are details important? Impress the idea that they provide the evidence that makes a piece of writing clear, believable, colorful, interesting.... Note how in conversation people often say, "Prove it. Gimme the details."

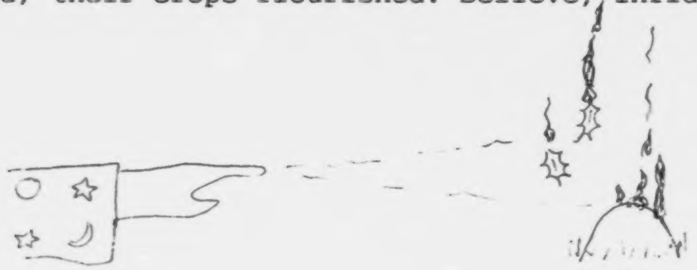
2. Begin orally to help readers understand the importance of details. Practice with the full class, then have students pair up. Hold up a picture, one with minimal detail, then with more detail. Ask students what they think the theme of the picture is. Then ask them to defend their choices with details taken directly from the picture. Try to stick to evidence made clear by the picture.

3. Use a visualization exercise: Have students describe a picture to the teacher that she cannot see. They must keep adding details until she can get the main idea of the picture. Alternatively, the students give one detail at a time with the teacher feeding back what is "seen" after each added detail.

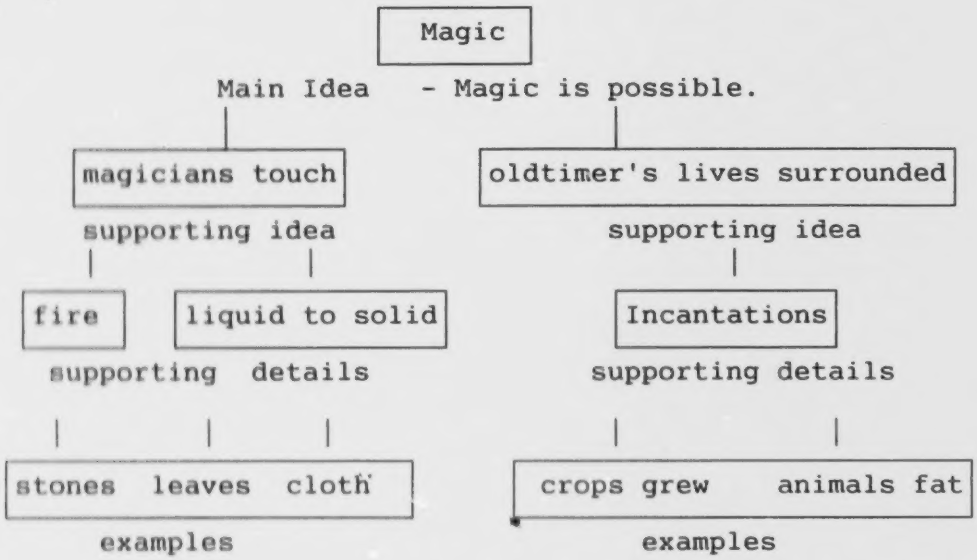
4. Put the class into two groups: Give each a different main idea that might be implied from a passage.(One of the main ideas is obviously more correct than the other.) The groups must compete by arguing for their main idea by marshalling details, but only those that are stated in the passage.

5. Create visual displays of details that support a topic.

> "Of course magic is possible. I have seen stones and leaves, flame just from the touch of a magician's hand. I have seen liquid become solid, water become ice, stream become rock-strewn rut. Old timers believed; their lives were surrounded with magic. In response to incantations, their livestock fattened; their crops flourished. Believe, infidel!"



6.


Magic
Main Idea - Magic is possible.
magicians touch
supporting idea
oldtimer's lives surrounded
supporting idea
fire
liquid to solid
supporting details
Incantations
supporting details
stones leaves cloth
examples
crops grew animals fat
examples

Determining Saliency: Relevant Facts and Ideas

1. Continue the above exercise with a ranking of the importance of the details extracted. If the class wanted to remember the information in the passage, which details would have to be held onto? Which are critical? Which can be "tossed"? Can't hold all!

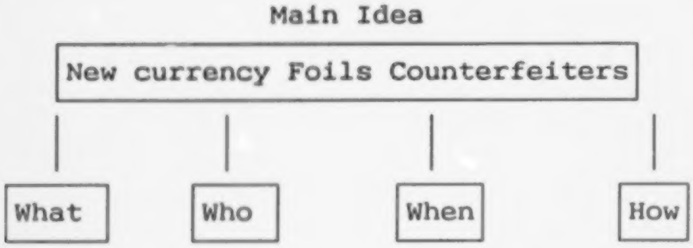
2. Give students the main idea of a passage from GED or Pre-Ged text. Have them read it. Following the reading, present students with several lists of words and sentences from the passage. Ask them to delete any irrelevant words (details) from each list. Then rank details which best support the main idea.

Topic:United States Currency
Main Idea: How new Currency will foil counterfeiters.

"Since the 1980s, Crane Paper Company in Dalton, Massachusetts, has been working to develop a new grade of currency paper. The paper is being developed at the request of the federal government. It is hoped that this paper will foil counterfeiters. The paper features a tiny, barely visible, nylon thread that sits in the same spot on each bill. When this bill is copied with a color copier, the nylon thread will not be copied because it does not reflect light. Of course, for this technology to work for the public, all handlers of the bills will have to be sure to hold bills up to the light to check for the nylon strip. Both Crane and the government are confident about this new currency."

List I	List II
new currency	Crane employees
foil counterfeiters	will not reflect light
12 years	color copier
nylon thread	check bill in light
barely visible	confident

3. Fill in the details from the currency (or any other) article for each box. Then eliminate those boxes that hold details not relevant to the main idea. Rank what remains.



6. Select another passage; give the main idea; ask readers to list all details that must be kept for the main idea to be clearly explained. Rank the ideas.

7. Use details from a mystery story to determine the order of importance of details.

8. Summarizing practice also increases saliency determination. (See pg. VII. 45)

Fact vs Opinion

1. Help students define facts, define opinion.
What makes a fact a fact? Must be irrefutable, able to be verified. All else is opinion.
Ice is water in solid form. Ice makes cold drinks colder.
Ice relieves toothaches. Facts? Opinions?

2. Begin with students' own special knowledge. Have them tell in narrative form, with the teacher acting as scribe, about a subject that is of high interest to them: music, history, hunting, skiing, theater ... Then ask class members to pull just the facts out of the piece. The originator of the narrative may comment on what listeners come up with for facts. Or the narrator may have to justify what the listeners did not think were facts.

3. Present a paragraph that is mainly opinion, that has only one fact. Ask readers to extract the fact, then move to a paragraph with two facts.

> "Mary lived in the loveliest town in New York State. She told tall tales because she herself was six feet tall. 'Tall people run faster, dance longer, see more', she said. She proved it by dancing with the moon, running with the wind."

4. Present a paragraph that is all facts, with just one opinion.

> "The Exxon Valdeez was a tanker owned by Exxon Corporation. In 1989, the Valdeez crashed into a reef in Prince William Sound, Alaska. This inexcusable accident ruptured eight oil tanks. Eleven million gallons of oil poured into the ocean."

5. Follow this with a discussion centering on how readers know what are facts and what are not. Are there ways to determine this? When should readers question and when should they accept? When are facts important and when are they not so important?

Practice making this determination with several types of material: Story, history passage, newspaper article...

6. Present paragraphs with numbered sentences; ask readers to list the numbers under two headings: facts - opinions

VII. READING COMPREHENSION
DISCOURSE
Strategies for Inferences, Main ideas

Teach diagnostically !! Discourse understanding is built upon a hierarchy. If inferences are difficult, back up. What must be in place for inferences to be considered? Can students get main ideas, paraphrase, summarize ? Find out where students are in this hierarchy and begin instruction there.

Main Idea

1. Define "main idea", giving examples from different types of paragraphs or passages. Requests from teachers or tests to find the main idea can refer either to a single paragraph or to several short paragraphs making up a passage.

2. Have students read a **paragraph**, each writing down a couple of sentences that they think reflects the main idea.

Tell the students that the main idea has two parts:

Limited topic:	What's it about? Use explanatory and very general language.
Example:	Aids
Opinion or assertion:	What does the author want us to know about the topic? Use more specific language, details.
Example:	Aids is contagious.

General————————————[MI]————————————Specific

Have two students offer MIs from a paragraph. Discuss: where on the continuum do these statements fall? Do they need to be narrowed down, expanded, altered? Adjust language until all agree on MI. Then look for the topic or MI sentence.

Inform students that main ideas can be stated or implied.

3. Stated Main Idea:
First decide what is the topic of the paragraph.
Then find the most general or complete statement about the topic.
Finally, confirm that other statements support this statement.

Write on the board and read aloud:

> "Dogs are America's favorite pets. Over 50% of U.S homes are also homes to dogs. Choosing just the right name for this important family member can be as stressful as naming the new baby. People may love cats and birds, but look into any pet owner's home to see who sleeps in the master bedroom? Perhaps not by design, but certainly by affection - the family dog!"

Topic: dogs as pets
Main Idea: sentence # 1 (this is often the case)

Supporting Statements

over 50% - name so important - sleeps in master bedroom

4. Implied Main Idea

First ask what the topic is. Look at title, look for key words.
Then list key words that relate to the topic.
Finally, look for phrases that relate to the key words.

Write on the board:

> "Oh, how we love plants, throbbing miniature factories. Stems lift leaves and soft flowers to the sun. Leaves capture that sun and through a magic process cover themselves in green. And all the while roots seek underground for water and minerals to nourish flowers. We like to think flowers dance in the sun - not true; they are spinning seeds. It is we they lead to dance.

"Think" aloud as the paragraph is read.
Topic: Plants

Key words:		Main Idea:
stems	lift flowers, leaves	All parts of the plant have a job or function
roots	get water, minerals	
leaves	turn green	
flowers	make seeds	

Phrase relating to key words is "throbbing miniature factories"

5. Practice finding the main idea of a passage.
Find the topic of the passage.
Determine the main idea of each paragraph.
Which is the most general? Could one include the others?
Test out the selected main idea: do the others support it?
If not, the reader may have to infer a main idea.

Topic: Horses

Main Ideas:

paragraph 1 - Ghengis Khan rode out of Asia on the back of a horse.

paragraph 2 - Frontier children learned to ride early in life so that they could get to far flung schools.

paragraph 3 - American natives were astonished to see men marching into their lands seated upon graceful animals.

paragraph 4 - "My kingdom for a horse.", is the famous line of a long ago king.

Main Idea ???????? ______________________________

Visual Graphic

Inferences

1. Model the concept of inferences by starting with students' special knowledge: auto mechanics, cooking, carpentry, music. Have them relate experiences with their subjects. Write their facts on the board. Make "educated guesses" - inferences from their facts. Ask them to verify your "educated guess". Describe to the student the process that has occurred and its purpose. Show that the "guess" did not come from exact words stated by the student, but from the understanding the listener achieved.

2. Present a passage or experience following the same process and ask students to make educated guesses, **inferences** from the passage.

> "When I first taught math in junior high school, there was another math teacher that taught in the next class. We both were liked by the new principal. I was always on time. The other teacher was always five minutes late, but the friendly principal did not seem to care. One day my car wouldn't start right away so I was going to be a bit late, but I was not worried about the principal being mad."

3. Do different people make different inferences from the above passage?

4. Ask students to make inferences from each other's facts presented in activity 1.

5. Discuss differences in inferences that people make. This can lead into a lively and profitable discussion of politics. Focus the effort on the process, noting how political statements want listeners to infer ideas that are not supported by evidence.

A letter was sent out from a national political party fund raising committee in March, 1996. A summary of the letter follows.

> "We know how concerned you are about serious issues facing our country. As a taxpayer you need to help us decide which issues are those that we should encourage government to respond to. This poll will send a message to government as to what citizens consider the major issues to be. Please rank these major issues: crime, the federal deficit, immigration, foreign involvement, term limits, taxes, gun control, abortion..."

Inferences drawn by three readers:
"They don't care about the environment."
"They think they know what is on my list."
"They probably mean tax cuts for the rich."

Other inferences?

6. Use an inference template to assist in making inferences. Model it with passages that are rich in related facts that provide ample evidence for making inferences. Then practice this exercise both in a group setting and with individual students.

Making an Inference

Practice the following process repeating aloud the highlighted phrases inside quotation marks:

"What is an inference? It is an educated guess I will make from the information in this passage. I will read between the lines. The idea that I will get is not stated as a fact in the story/article. It will be my own words."

"What is my objective in this reading task? My objective is to make at least one inference from the material."

Is this passage about a person, about something that happened, about an informational topic? Say aloud or write

____

Pick three or four related sentences from the passage. Write them down exactly as stated.

____

____

____

Read them over, look away..... think about them.

Write down an idea that appears to be true based on the meaning and information in these sentences. It must be an idea related to the situation or facts that you read, but it must be your own idea and in your own words.

____

____

Compare the inferences produced by class members, discussing how they can determine whether the inference is a good one.

VII. READING COMPREHENSION

DISCOURSE

Strategies for Taking Perspective of the Author

Lack of academically-derived information and lack of the "culture" of reading contribute to a "defensive" tendency among some inexperienced readers to rail against the text, the author. Such readers have not learned to read with appropriate distance from the material. The reaction is as immediate as if they were involved in the event. Research shows LD readers often do over-rely on their own first impressions.

1. Do pre-reading activities so information and organization of text initially take precedence over issues. **(See VII. 42)**
2. Present background information that helps set a balanced frame-of-reference: key words, concepts to be expected.

3. Initiate direct discussion of any **issues** as soon as they are raised. This can remove the threat of being right or wrong. What are the issues? Say, "Let's try to understand what this writer is actually saying and then decide whether we disagree. This is a much more powerful approach for confronting another's opinion.
4. Present two types of passages: (a) in which the author is truly stating facts in his own words, (b) with opinion as a factor.

Begin by putting all the factual information on one side of the chalkboard and the views of the author, if they can be discovered, on the other. Clarifying these is an exercise in patience for the whole class. It will show how an author frames his or her information and opinions, and the roles of vocabulary and syntax.

(a) "Diseases caused by bacteria respond to medication. Antibiotics are the standard response. Thus, when you are ill you will recover more quickly if you have a prescription for anti-biotics. Antibiotics help immune systems fight invaders"

Facts	**Author Opinion**	**My Opinion**
bacteria based illness needs medication		
antibiotics work	?	?
better faster		
help immune system		

Can we find an author opinion? Do we need to check any of this information?

We assume "some student" would argue with the author's perspective in this opinionated text.

First give written, very literal definitions for key words; then go directly to reading task without any pre-discussion.

(b) "Belief in evolution and in religion can be held by the same mind. Both state that in earliest times the earth was barren but that it eventually began to flower. Animal forms followed plant forms. Man came later and was forced to make his way in a wilderness. Weather and beasts both threatened and provided for him. The life of each early human required more physical interaction with the earth than is required today. Life was shorter, life was harder. Evolution is the hand of God gently caressing its own creation."

Facts	**Author Opinions**	**My Opinions**
barren earth	evolution/religion can go together	
life came		
plants first		
animals, then man?	life harder	
interaction/earth necessary for man	evolution=hand of God	
life shorter?		
weather/ animals helped & hurt		

Which "facts" need to be checked for accuracy? Place (?) after (depends upon readers' belief in source of factual information)
Where should readers look to confirm facts?
Why might the author hold her opinions? Has she the right to them?

VII. READING COMPREHENSION
DISCOURSE
Strategies for Abstract Words and Figurative Language

Avoid presenting language that is highly abstract or figurative to readers that are not ready for it. Select materials relevant to the interest and reading levels of students.

Abstract Words

1. Define abstract words with concrete language.

Look up the word "abstract" in the dictionary. What does it mean? Be sure students understand that abstract words do have clear meanings. More than other words, they may mean one thing to one person and another to someone else. Yet, they do have meanings that are consistent. Their particular referents vary from person to person, rather than their core meaning.

Demonstrate this with a word like "wonderful". Ask individual class members what it means to them. Then ask all to consider what these individual meanings have in common.

2. Come up with some abstract words from class. Select a word and use to show how concrete language or words can be used to make abstractions clearer. Try using words that make a mental picture.

- **Dangerous** (adjective) could kill, could injure, causes fear, run away from
- **Friendliness** (noun): smiles, talks to you, kind to everyone
- **Analyze** (verb): separate into small parts, look at what something is made up of, break apart

3. Some abstract words are hard to define without using other abstract words: It is a good exercise, when students are ready, to pursue such abstract words through all language that it takes to get to some core. Try the word "reasonable".

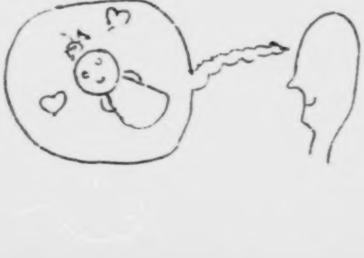
4. Identify troublesome abstract words in passages students are reading in class. Attack them head-on.What clues come from the surrounding context? Can students bring any thoughts of their own to these words. Discuss informally.

5. Map or web abstract words with the class, with individuals to increase semantic associations. Go back into the passage and try to see which meaning(s) are closest to the author's. **(See VII. 26)**

6. Keep a dictionary handy, one that offers synonyms.

7. Demonstrate that sometimes a very concrete word can be used in a way that makes it seem an abstract word. How about the word **car?**
8. **Abstract Concepts** also can be made concrete to help LD learners respond to them with language. **(See VII. 54)**

Draw an abstract concept:
Fond Imagination



Figurative Language

1. Define figurative language explaining that it is the individual creation of an author, or of a sub-group within the culture. It gives the author's, "voice".
Give current examples: sports article, song, story

2. Show that it may be in the form of words, phrases, sentences.

Difficult - "Killer" (word)
Knows what he is doing - "On the ball" (phrase)
John ran home fast - "John flew home on rapid feet". (sentence)

3. Question students as to why they think it shows up so much in music and in stories: Individual voice, creativity...

4. Show how language for the same concept may change over time:
Teacher's pet --apple polisher -- brown nose--weenie---?

5. Demonstrate that figurative language may alter meaning from person to person even today.

"She's a lady" to a 60 year old: proper, refined, gracious
"She's a lady" to an 18 year old: stuck on herself, phony

6. Have students talk about their own interests. Music is an excellent source. Note any jargon or idioms on the board. Say, "This is figurative language". "Please explain it to the rest of us or let us try to put it into more "regular" language.

7. Try to make figurative language concrete in order to understand it. Tell students to go for the meaning. Try not to get stranded by the language; it can be dealt with later.
This is hard work and needs to be modeled: What is the author saying?

"Wandering on this sun-dappled day, Herm floated off to nirvana."

going	sunny day	not real?	?
walking		mind-dream?	dictionary

8. Use passages where readers can "figure out" the figurative language from context. Model this and then ask students to try. Give words or phrases from content material that offers reliable clues. Ask them to explain their process: How did you figure this word or statement out?

10. Prepare students in pre-reading exercises to deal with language that may be unfamiliar to them. Present metaphors, hyperbole.

Hyperbole: Getting a bank loan is just like going to a pawn shop.
Metaphor: A mighty fortress is our God.

11. Tackle simpler proverbs. "Don't cry over spilled milk". Tell first that it is not about milk, but about people. Most such sayings are about people. Just hammer away from a concrete perspective. LD learners love the success of unraveling proverbs.

What's the subject? What happened? What was the reaction? Why shouldn't a person cry over this? Really draw this out. Can you think of how understanding this situation might help in understanding other situations?

Try "A rolling stone gathers no moss." What's a rolling stone? Why doesn't it gather moss? What does gather mean here?

VII. READING COMPREHENSION
DISCOURSE
Strategies for Slow Pace and Inappropriate Pace

Slow Pace

Consider the central issue: Is the slow pace due to lack of knowledge and good reading strategies or is it just the way of this person? Evaluate to see whether a cause can be determined. If the results are not definitive or do suggest that the slow pace is normal for the individual, then accept and accommodate it.
1. Assure such students that a slower pace does not mean less ability or less understanding. Teacher input can be valuable and reassuring to readers that routinely see others cover greater amounts of material than they. Their pace may increase with reading practice and it may not; what is learned is more important than how fast.

2. Do analyze the slow pace to be sure that it is not due to a reading weaknesses that could be remediated. Find out:
- Questions:
  Can students understand the information, ideas, concepts when the subject is discussed generally or when the material is read to them and questions are asked?

  Can students understand this material at this level of text if given unlimited time?.

- Evaluate for possible weaknesses that could be remediated:

  word recognition
  phonics
  vocabulary
    general or specific to content
  syntax difficulties
  poor strategies
    pre-reading
    questioning
    predicting
    visualizing
  what else
    vision
    scotopic sensitivity (See VII. 9)
    attention/distractability (See VII. 16)

3. If it does appear that slow pace is not to be altered:
   - Help such students determine and control both amount and duration of reading to be done at one sitting.
   - Break text into smaller visual units.
   - Give students more time as well as shorter assignments
   - Help students expand knowledge by extra use of other forms of presentation: tapes, discussion, questions, visuals.

Inappropriate Pace

1. Discuss the various reading objectives that one may have. Then discuss the depth and pace of the reading associated with each objective: scanning, skimming, reading for detail, reading to remember. Most LD readers of a Pre-GED and GED level will be quite unfamiliar with the idea of monitoring pace according to reading objective or according to type of text.

2. Demonstrate the approaches that make sense with different text.

Skim:	the very rapid reading of a whole article to get the main ideas and some of the supporting detail, but not all.
Scan:	the opposite of skimming, the reader already knows what to look for; the task is to locate the information in the article.
Read for Detail:	
Read to Remember:	

Hand out a sample short paragraph of dubious interest i.e. a description of a golf tournament or a fashion show. Have the students scan the paragraph only.

Repeat for a paragraph using skimming: This should be a simple paragraph of general or human interest, i.e. about a famous TV star, food, an animal. Have the students quickly skim the paragraph.

Repeat the exercise using a paragraph to have students read for detail.

Finally, have the students read a paragraph which they need to remember. A paragraph from a driver's license manual would be appropriate.

3. Discuss what might be a "too fast", "too slow", "just right", reading pace and why. Consider the difficulty of material, vocabulary and concepts, as well as reading objective.

vol
2

INSTRUCTIONAL STRATEGIES TO BENEFIT ADOLESCENTS AND ADULTS WITH LEARNING DISABILITIES

A TWO VOLUME SET

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YALD
June, 1997

HOW TO USE THIS NOTEBOOK

The **TEACHING STRATEGIES NOTEBOOK, Volumes 1 and 2,** is half of a notebook set. Its companion is the **ASSESSMENT AND SERVICES NOTEBOOK**. Both notebooks were written by the YALD TEAM of Western Massachusetts, a group of experienced ABE teachers. The strategies were developed in response to learning problems TEAM members observed in their classrooms. Some of the strategies were designed by the TEAM, others result from study of educational literature on learning disabilities and effective practice.

To demonstrate how to access this Notebook, we have selected a real student with learning problems.

First, pinpoint the academic subjects being impacted by learning problems, then identify learning weaknesses and strengths. Describe the difficulties in academic performance.

Marc, a basic reading and math student has difficulty in several areas of math.

Marc's Math Problems:
1.) Trouble remembering basic math facts (retention)
2.) Difficulty keeping track of the order of steps in math problems (sequencing)
3.) Great difficulty with word problems.

Second, locate the subject in the Table of Contents. Each subject area is marked with a colored dot. Turn to the tab in the text which is of identical color and which also has the name of the subject printed on it. For Marc, the subject is ● MATH. Under it are listed: Retention of Facts, Sequencing, Word Problems. But, before going to the pages for these topics, read page 1 of this section **"What You Need To Know About Math"**.

Third, locate on the Contents Page, page numbers for remediation strategies appropriate to Marc's problems. Turn to the pages listed for each.

When the problem is one which crosses all academic areas, check the indices for several subjects. For instance, memory problems may affect Marc's difficulties in more than one subject area. See: READING COMPREHENSION Index - Memory, SPELLING Index for spelling difficulties due to memory.

As you read, you may see strategies repeated in more than one section; this is because the strategy is appropriate for more than one problem.

We invite you to add your comments and strategies to this NOTEBOOK; please see the next page.

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An Invitation

The Teaching Strategies Notebook is intentionally a looseleaf notebook because it is a "work in progress". We sincerely hope that from your own experience as classroom teachers you will add to it strategies which you have found worthwhile. Then, if you will also mail a copy of them to the address below, they will be disseminated periodically. We would appreciate your comments on the value of teaching strategies you try out, and how you adjust them to fit individual situations. Through such sharing, we can enrich ABE instructional practice.

Mail additional strategies and comments to:

The Adult Learning Center
Young Adults with Learning Disabilities Project
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VIII. READING TO ADOLESCENTS AND ADULTS

What You Need to Know About Reading to Adults

Why read to adults? The reasons are numerous. For teachers whose students include the learning disabled perhaps the most compelling reason is to share the sheer pleasure that a reader can experience from written thought. For the LD, too often, the printed word has been a source only of frustration and pain. Often, these adults were not read to as children and often, they have experienced personal failure with written language, which has alienated them from the culture of readers. Teachers can ameliorate this alienation by providing the student access to the reading world in a way that is pleasurable and nonlaborious.

In addition to offering our students "food for their souls," escape, and knowledge, we can influence their attitudes toward, and motivation for, reading. An outcome of reading aloud to LD adults is that these adults, through experiencing the benefits, will more likely read aloud to their children. Thus, the teacher has provided the adult learner with a tool to interrupt the cycle of language dysfunction.

Reading aloud to students can enhance their cognitive abilities, including auditory, oral, and writing and comprehension skills. It also affords them additional opportunity to practice visualization skills **(See Visualization VII. 55-56)** and increase their general knowledge. In addition, oral feedback from the students during the process can aid the teacher's ongoing assessment of all these skills. While assessment and enhancement in these skill areas is critical, take care that the process does not interfere with the primary purpose of the experience, which is to provide an enjoyable experience with printed matter. Otherwise, the students' may confirm their childhood perception of reading as a laborious task without pleasure.

VIII. READING TO ADOLESCENTS AND ADULTS

Listening Skills

Consider auditory perception, processing, attention span, and memory when reading aloud to students. Prereading activities, such as noting specific things, help. Ask the students to, "Listen to see what happens when...". Note the answers the students need to find. Have "cue" words for characters, places and events such as "stingy Stan," "white-haired Wilma," or "deadly voyage," and use visualization. **(See Visualization, VII. 55 & 56)**

Keep the environment as quiet and free of distractions as possible. The reader should be conscious of speaking loudly and distinctly, modulating the voice to aid in perception and comprehension. The reader's expressive interaction with the text, perhaps more than anything else, will hold the listener's attention. If attention seems to be flagging, liven the reading by directing a question to the group -- not the individual -- or just pause.

Monitor the length of the reading at any one session to take into account both attention span and auditory memory. Reading may start with five-minute sessions and eventually be increased to 15 or 20 minutes. Of course, it is wise to stop with a "cliffhanger."

Oral Language Skills

Students' oral language production can benefit from reading-aloud activities. The listeners' oral language skills will improve as richer vocabulary and more varied syntactical structures are introduced. Reading aloud to LD students, many of whom lack conversational skills in a controlled environment, using cues from prereading activities and facilitator prompts, gives LD students the opportunity to participate in conversation in response to the reading in the safety of a controlled environment.

The teacher must be sensitive to variations in students' language production abilities, while working to teach students to elaborate on their ideas. Model and practice the desired verbal behavior.

Writing Skills

The selections the teacher reads can be the springboard for numerous writing activities. Students can practice new vocabulary in sentences they generate and in sentences the teacher generates, making questions using the "new" words. Open-ended journal entries **(See Developmental Writing Activities, IX. 4)** and responses to teacher-made questions such as "What do you think will happen next? Have you ever been in a similar situation? If you were, what would you do?" are possibilities. Even if the student and teacher decide not to undertake writing activities as the direct result of the reading, the increased vocabulary, enhanced sentence structure, and general knowledge gained by the listeners will affect their writing skills.

VIII. READING TO ADOLESCENTS AND ADULTS

Comprehension

Reading-aloud activities enable the teacher to help students develop comprehension skills in unique ways. Because they are not struggling with decoding, students can attend exclusively to comprehending. Teachers can model ways of arriving at various types of conclusions such as reasons for drawing particular conclusions: "How do you know that? What evidence is there?", etc., or making inferences, "What do you think she'll do next? What does the author tell us about her that makes that possible?".

Teachers can help students to increase comprehension and language "sense" by having them follow the reading on handouts and observe the effects that all forms of punctuation have on the intonation and meaning of the text.

Prereading activities greatly increase comprehension frameworks and often add to the LD students' vocabulary and general knowledge. Make sure the students understand key vocabulary words, those critical to the understanding of the text and/or those that appear frequently. Have them enter the words in their vocabulary notebooks. Use the words for writing activities. It is important to choose just the most essential words so that the student is not overwhelmed and "turned off" by new material.

Background information helps make the written word more alive and comprehensible. Students need their own maps, globes and reference material to find locations, information about different cultures, animals, eras in history, etc., with as many pictures as possible. The students' summaries from the previous days' readings serve many purposes, not the least of which is producing a mind-set for what is to follow. Frequently review character and place names. Graphic representations such as story maps and sequence charts **(See Comprehension VII. 50 , 51)** can help lend structure to the reading and prod the memory. Cue words such as "silent Sam, lonely Lucy or sun-warmed hills" serve as memory and comprehension aids, as does visualization.

Encourage students to visualize during the introductions to settings and characters -- it's an ideal time for this activity. Micro-unit the visualization by asking students to picture a character, a setting, or an event. Facilitate the visualization by questioning and cuing as the students offer their mental pictures and elaborate on each other's. If the first "pass" at the visualization seems inadequate, reread the material asking the students to "watch again". Gradually increase the length of material to be visualized. Remember to check the visualization process from time to time once the initial practice has been completed to insure that it is adequate.
(See Visualization VII. 55, 56)

Draw attention to specific features of the text by focusing on one or two areas such as, "Notice what happens after Jessica throws the bottle in the river," or "See if you can find the reasons Ben is disliked by the townspeople," or even "What is the color of Angela's gown? Who made it for her?," "What happens after...," all of which set the stage for careful listening and enhanced comprehension.

Prereading also includes the explicit introduction of a particular genre, its purpose and structure. Whenever possible offer background knowledge about authors. This increases interest in the reading and reminds the LD students that written language is created by real people.

VIII. READING TO ADOLESCENTS AND ADULTS

Poetry

Oh no! Poetry! What could be worse for readers with serious comprehension problems and almost no understanding of figurative language?

Carefully chosen and presented, poetry can be fun, instructive for figurative language, and inspirational for student writing.

The following two poems are "tried and true." Robert Frost seems to be especially appealing to our "rural" students, and "The Road Not Taken" is a great springboard for discussion, writing activities, and an introduction to symbolism.

The second poem, purposely untitled for student distribution, is "How to Eat a Hot Fudge Sundae" by Jonathan Holden from Design for a House - Poems by Jonathan Holden, U. of Missouri Press, 1972. To use the poem, first sketch "the earth" with its properly labeled "parts" on the board. Students then have a great deal of fun guessing what the poem is about. This poem provides a fine opportunity to talk about figurative language.

THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet, knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

-- Robert Frost

Start with the
clouds. Eat
the clouds. Eat through
to the ground. Eat
the ground until you tap
the first rich vein. Delve
from strata to strata
down to the cold lava
core. Stir
the lava, pick up
the whole goblet, drink
straight from the goblet
until you've finished the world.

VIII. READING TO ADOLESCENTS AND ADULTS

What to Read

Read-aloud materials can be as varied as the teachers and students who use them, but they:

1. should be of interest to adults

2. should include good writing by student writers

3. may be chosen by the students from selected options

4. may include any type of non-fiction

5. should be short if they are novels

6. should be brief enough to be read in two or three 20-minute sessions, if a short story, to preserve continuity

7. should limit the number of characters

8. should not include a great deal of difficult vocabulary, figurative language, or overly complex syntactic structures, although reading above students' independent reading levels does help in the assimilation of more sophisticated sentence patterns which will be beneficial to comprehension and written expression.

The following list is very brief, meant only as inspiration. Our goal is to create a bibliography of great read-aloud materials for adults based on the experience of adult educators. Please add to this bibliography-in-progress by mailing in the completed form(s).

VIII. READING TO ADOLESCENTS AND ADULTS

BIBLIOGRAPHY

Short Novels

Shane by Jack Schaefer
The effect a mysterious gun-toting stranger trying to escape his past has on a family and events in the Old West.

The Pearl by John Steinbeck
A down-trodden Mexican family learns that what they value most cannot be purchased. Characters students love to love, love to hate.

Ethan Frome by Edith Wharton

Set in 19th century Western Massachusetts which students find interesting and fun for very realistic visualization. It is the tragic story of a love affair thwarted by convention and sense of duty. Some long, "slow" passages may be skipped.

Short Stories - Anthologies

Edgar Allan Poe: especially "The Tell-Tale Heart, The Cask of Amontillado". The weird, scary tales can spark interest when others fail.

Brete Harte: such as "The Luck of Roaring Camp", et.al. Stories of the inhabitants of California mining camps during the Gold Rush and how life situations can bring out the best in "rough" characters.

Retold American Classics, Volumes 1 & 2, Retold British Classics, Retold World Classics.
Excellent short story adaptations; easy to use with vocabulary and author bios provided. Teacher resource manuals with pre-reading activities, comprehension and writing activities available (Saddleback Educational, Inc., 714-540-4010).

Our Voices, Our Visions, "An anthology of student writing from the Western Massachusetts SABES Region"
Insightful poetry and prose from the real-life experiences of ABE students. Ed: Glenn Yarnell
Asst. Eds.: Bill Arcand
Pat Mew
Adrienne Morris

Believe in Yourself-It's Never Too Late
Read/Write/Now Adult Learning Center of Springfield
Students in collaboration with teachers and tutors
Prose and poetry reflecting the diversity of student contributors.

The Maid of the North and Tatterhood and Other Tales,
Ed. Ethel Johnston Phelps
Folktales featuring female heroines from many cultures.

Addition to "Reading to Adolescents and Adults" Bibliography

Name ______________________________ Date ______________

Program ________________ Phone No. __________________

Address ____

Title: ____

Author: ____

If not a well-known text, how it can be obtained? _________

____

Short Description: __________________________________

____

____

____

____

Comments/Student Reaction: __________________________

____

____

____

____

____

Please send to:
Western Massachusetts YALD Team
c/o Pittsfield Adult Learning Center
269 First Street
Pittsfield, MA 01201

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IX. WRITING

What You Need to Know About Writing

For the LD individual writing is often an emotionally laden process. At the top of the language hierarchy, writing is built upon oral language, both receptive and expressive; reading, both decoding and comprehension; and spelling. All of these elements represent developmental problems for the LD that significantly impact the writing process. In addition, the process itself requires a synthesis of multiple skills, very taxing for the LD for whom attending to multiple demands within a task can be overwhelming. No wonder, then, that we see students for whom a lifetime of avoidance and lack of practice have added up to poor skills and little understanding of writing as a process in which the first draft is not the final copy.

Problems may arise in any or all steps of the writing process. The mechanical act of writing itself may be so difficult that the process is thwarted before it can begin. Students may be unable to verbalize visualized ideas or to expand upon them. Poor vocabulary and word retrieval problems, as well as inability to manipulate sentence structure, add to the problems of expression. Trouble with mechanics and spelling may further affect the process and stifle the writing as students become fearful of making errors and preoccupied with the technical correctness of the writing. Indeed, because accurate spelling itself may be perceived by the LD individual as equivalent to written expression, the poor or insecure speller may not even attempt the process. Compounding these problems is the fact that these writers also often have difficulty editing their own work.

LD students must be taught to recognize and use the writing process itself as a tool to develop their cognitive abilities and to communicate their thoughts via the written word. To encourage a free flow of ideas, techniques such as daily journal writing and others explained in "Developmental Writing Activities" **(See WRITING IX. 4)** are essential. The teacher's positive response to thoughts the students share in the dialogue journal can help the individual feel some success with his or her writing and to understand writing as communication.

Teachers can generate topics for expanded writing from these journal entries or in a variety of other ways, such as teacher facilitation or class discussion that will help students realize they have something to say. In order for their ideas to be communicable to others, LD students need to understand that there are several steps in the writing process ***(See next page)**. Teach them these steps in a notebook or folder to create an awareness for them of their own learning and to give them control of the process. Teach the LD writer explicitly, step-by-step, the necessary skills for each phase of the writing process, from "the idea" or brainstorming phase, right through proofreading.

The following is not a "writing program", but strategies to provide "roadside assistance" in the most problematic areas for students and their teachers on their own writing journeys.

IX. WRITING

Steps in The Writing Process

1. The idea or topic
2. Putting the idea into words
3. Brainstorming for details, researching for information
4. Organizing
5. Writing and editing the rough drafts
6. Reviewing to make ideas and information clear
7. Proofreading for spelling, punctuation, etc.
8. The final copy

IX. WRITING

Strategies for Negative Attitude/Fear of Writing

1. Have the student write about what he or she dislikes about writing. Follow this exercise with a discussion.
2. Have the student write for content only without regard for spelling or other mechanics; underline, circle words, punctuation, phrases that may need more work later.
3. Have the class discuss controversial topics and individuals write opinions, with no right or wrong. Do this with or without specific questions as stimuli.
4. Have the students use computers and word processors.
5. Stress that writing is a process and everyone, including professional writers, does several drafts.
6. Stress the purpose of writing: resumes, complaint letters, notes, job related, journals, pleasure, etc.
7. Use Developmental Writing Activities (See WRITING IX. 4)
8. Have the student record topic ideas in his or her journal.
9. Have the student compile a portfolio of polished work.
10. Have the class develop student publications.
11. Use student-generated, high-interest topics.

Developmental Writing Activities

For best results, make strategies 1-3 (below) part of the daily routine with **no teacher editing unless the student requests it.**

1. Have the student **write continuously for 3 to 5 minutes.**
   This is spontaneous writing about anything, but it must have meaning and may not be merely a repetition of words or phrases.

2. Have the student make a **daily journal entry:**
   This can be any type of statement about the day.

3. Use **communicative language:**
   Create a dialogue journal that contains short statements and questions. Pass this back and forth between the student and you. You, the teacher, model correct usage and grammar, especially those structures the student uses.

4. Create the opportunity for the student to **respond to literature by writing:**
   The student responds in writing to a text that the teacher read aloud or that the student read alone as an assignment. The response can be open-ended, with the student saying as much or as little and in whatever form the student wishes. The teacher can lend more structure to the response by providing questions or prompts, or by specifying a time limit for the response.

5. Keep a daily **writing sample:**
   Put an example of the best writing the student feels he or she can produce that day into the student's portfolio.

6. Have the student submit work for a **"hatchet job":**
   The student submits a piece of writing that he or she is willing to subject to editing.

IX. WRITING

Strategies for Difficulty Generating Ideas

1. Model brainstorming with the group.
2. Have the students brainstorm and either write, dictate, or tape the ideas without censorship.
3. Use idea maps. (See **WRITING IX. 7**)
4. Use Developmental Writing Activities (See **WRITING IX. 4**)
5. Facilitate class discussions, especially controversial topics.
6. Have the student discuss a topic, with the facilitator asking clarifying questions.
7. Encourage and enhance visualization by posing specific questions. (See **COMPREHENSION VII. 56**)
8. Use written prompts such as:
    - topic sentences
    - beginning of a topic sentence
    - three items to include in a paragraph
    - models of written material, especially those that are student generated.
9. Use cloze exercises. (See **WRITING IX. 9, 10, 11, 29**)
10. Have students record topic ideas in their journals.
11. Facilitate brainstorming with pairs of students working together on the same topic. First make sure students are at ease with each other.

Strategies for Verbalizing One's Own Concepts/Mental Images

The following activities can be used as prewriting exercises and/or oral language production practice.

1. Facilitate visualization by asking the students detailed questions to bring focus to the topic. Record the students' responses. (See **COMPREHENSION VII. 56**)

2. Begin with concrete topics, gradually move to more abstract ones as skills develop.

3. Have the student draw a picture of the topic concept then describe it orally. Facilitate and record the activity as the student is doing it. Then have the student write the concept down.

4. Use visual prompts to stimulate ideas.
    - concrete objects-tactile stimulation
    - pictures
    - writing maps

5. Use Developmental Writing Activities. (See **WRITING IX. 4**)

6. Have the students act out a physical representation of the image, verbalizing during and after the activity.

7. Videotape the students as they act a concept out.

8. Use group plays or charades to generate topics.

Idea Mapping

Mapping brainstorming activities provides a visual stimulus for further idea production. It gives organization to the brainstorming, and more focus to the writer.

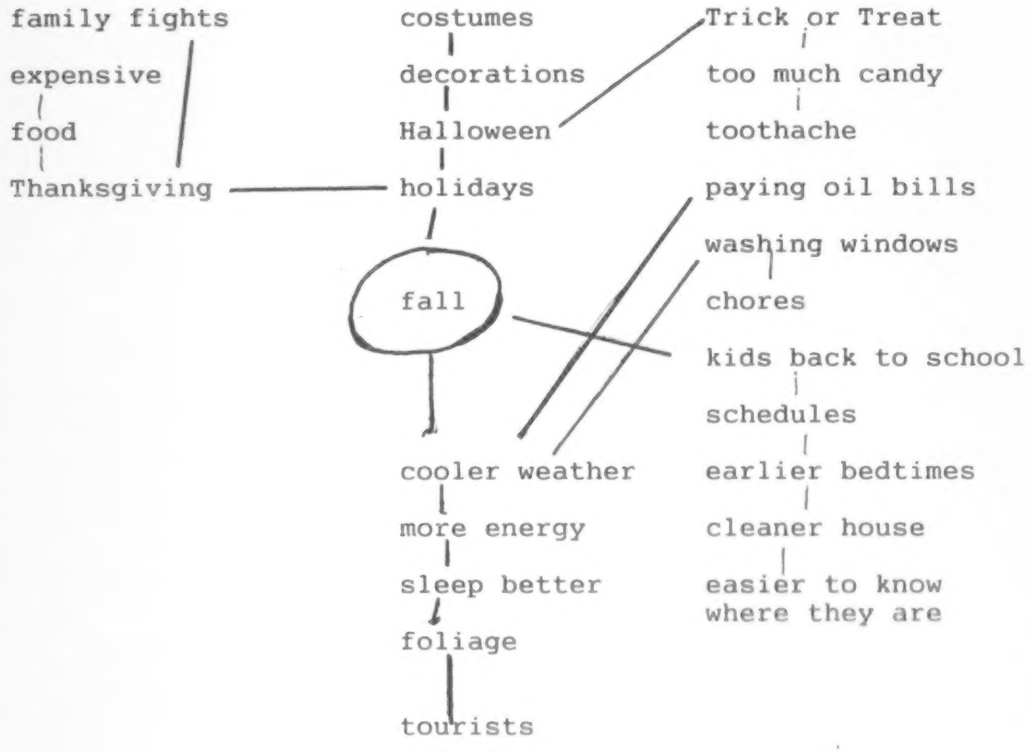
The student may generate the central idea, or the teacher may be the guide. Mapping involves some degree of categorization, which may need to be taught first.

1. This process may be done with the class following discussion of the examples.

2. Teach that not all brainstormed material is suitable for use in the actual writing. Ask the students which items on the "Idea Map" **(next page)** are not appropriate for an essay with the theme "A Favorite Season."

Sample Idea Map

"Fall Is My Favorite Season"


family fights
expensive
food
Thanksgiving
costumes
decorations
Halloween
holidays
fall
cooler weather
more energy
sleep better
foliage
tourists
Trick or Treat
too much candy
toothache
paying oil bills
washing windows
chores
kids back to school
schedules
earlier bedtimes
cleaner house
easier to know where they are

Cloze Exercises for Generating Ideas

Cloze exercises are for students who just can't seem to get started and who find writing an extremely laborious task. The exercises provide enough structure to get the student started, but they still require original thought and participation by the writer.

You can create cloze writing frames quickly. The theme can be around a current event, something the class is reading, or an individual interest. As the student progresses, gradually increase the length and difficulty of the theme (from concrete to more abstract) and the amount of thematic material you need to provide will decrease. The writer should copy the entire paragraph(s) once he or she has filled in all the blanks. Some students may need to do several cloze frameworks before they are ready to write more independently.

Cloze Sample No. 1

My favorite T.V. show is ____.

I have been watching it for______________________________________.

____________________________ is the star of the show. Some people

think he or she is ____, but I

think ____.

Every week the program is____.

Sometimes a new character will ____________________________________

____. My favorite show was

when____

____.

Whenever I think of it I ____.

____. I hope this

program ____ because

____.

Cloze Sample No. 2

If I had only ______________________________ to live, there are a few things I would do. The most important thing ______________

____

____. Therefore, I would

____

____.

Next, I would want to ____

____

____

____.

I've always wanted ____

______________________________, so I would __________________

____.

Finally, I would make sure ___________________________________

____

____.

IX. 11

Strategies for Word Retrieval

1. Have the students use a thesaurus and dictionary.

2. Use semantic mapping, thematic prewriting, individual and group activities. (See **WRITING IX. 15**)

3. Have the students keep personal dictionaries of words "forgotten" but retrieved.

4. Help students generate word lists over time, either from group discussions or individually, to keep in their journals according to:
    - theme (See **WRITING IX. 13**)
    - category; encourage variety with synonyms and antonyms
    - hierarchy; from general to specific, or by degree as in big, large, enormous, gargantuan.

5. Have students leave blanks in their writing to be filled in later.

6. Use cloze exercises.

7. Use crossword puzzles.

8. Use the game Password.

9. Give the students definitions and then have them write the appropriate word.

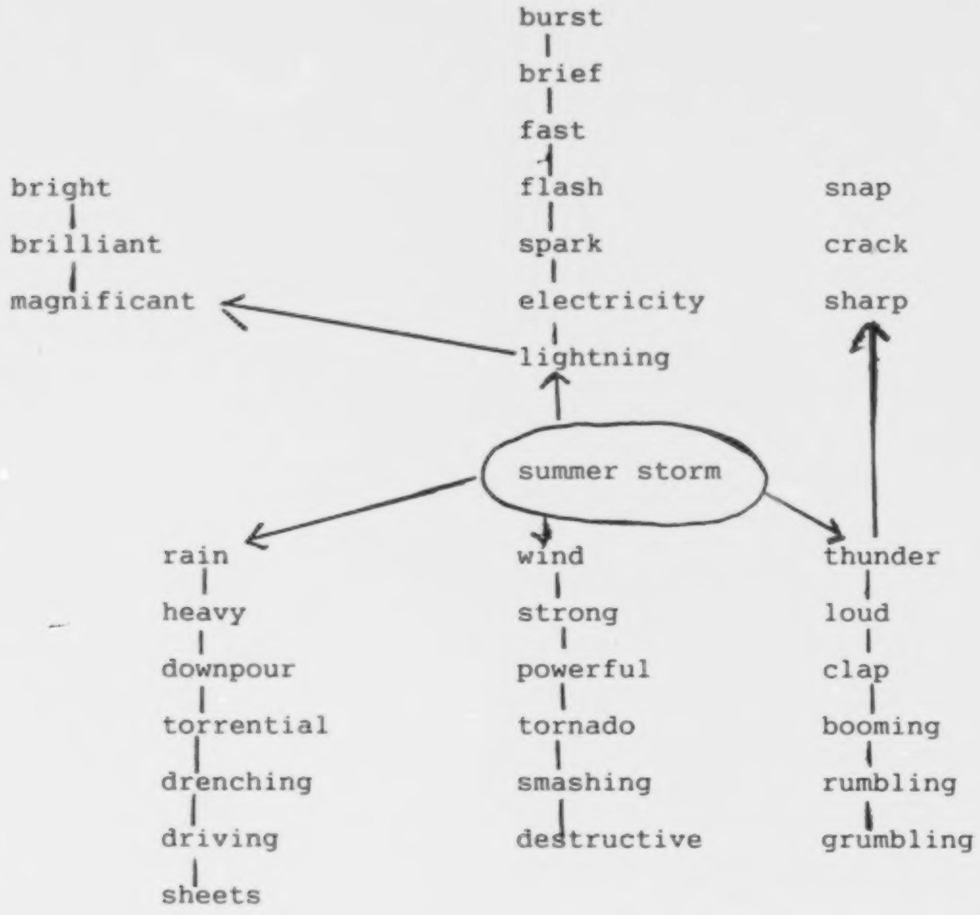
Semantic Mapping

Semantic Mapping is a prewriting technique to aid in vocabulary expansion and word retrieval. Its most obvious use is to generate words for student writing. At the same time, the map is a visual framework to help students see the relationship of words to each other and to the topic. As such, it is great practice for those with word retrieval problems. It takes them through the process of "finding" a word, as well as actually providing words. Through its webbing of related words, it provides a way for those with limited vocabularies to increase them by tacking new words on to those they already know. In addition, it gives students the opportunity to "try out" words they "know" but have never used. Finally, semantic mapping can be a useful technique in increasing language production and quality.

Do the semantic mapping activity with a group or with an individual. The group will probably have a broader vocabulary than any individual, and so will present words new or unfamiliar to some members. If you believe important words or phrases have been left out, facilitate their retrieval or provide them.
In the following semantic map, "Summer Storm", a teacher asked the students to think of things associated with a summer storm, and then to describe these things. The teacher prompted and cued the students into producing some of the less-common words.

Semantic Mapping Sample

Topic: Summer Storm


burst
brief
fast
flash
spark
electricity
lightning
bright
brilliant
magnificant
snap
crack
sharp
summer storm
rain
heavy
downpour
torrential
drenching
driving
sheets
wind
strong
powerful
tornado
smashing
destructive
thunder
loud
clap
booming
rumbling
grumbling

IX. WRITING

Strategies for Vocabulary

1. Teach the students to use the dictionary and pronunciation keys.
2. Teach the students to use a thesaurus.
3. Have the students keep personal dictionaries with words from reading, radio, television, and those the teacher provides; have them use those words in their own sentences.
4. Have the student respond to reading assignments using words from the text.
5. Use individual or group semantic mapping, brainstorming words that might be used with a particular topic. (See **WRITING IX. 13, 14**)
6. Have the students leave blanks in their writing to fill in later.
7. Teach roots, suffixes, and prefixes.
8. Provide enrichment research assignments.
9. Have the students view and discuss videos.
10. **See WRITING IX. 12 #4**

IX. WRITING

Strategies for Elaboration/Expanded Language Production

Introduction

Teachers of LD students consider it an initial success when some students learn to write complete, meaningful sentences and paragraphs composed only of independent clauses. Then, the teacher can model and encourage the student to gradually add modifiers and build more complex syntax. Certainly those writers who already have a good grasp of the fundamentals should add more sophisticated syntactical structures to clarify their thinking and writing.

For the novice writer, attempting to incorporate subordinate clauses, prepositional phrases, adjectives, connectors, etc. into his or her writing can be mindboggling. Therefore, the teachers must carefully consider the individual, timing and the purpose for varied syntactical structure.

1. Facilitate brainstorming

2. Help the student generate writing webs or maps **(See WRITING IX. 7, 8)**

3. Emphasize increasing attention to detail. Question the students about:

   A concrete object, such as something on their desk:
   "What is it? What's it used for? What shape/color is it? How big is it?" "What can you say about it? What else---", etc.

   A picture of an activity or event:
   "What's happening? What sounds, smells, colors? What might happen next? What happened before? Why do you think...? What else can you say about this?", etc.

   A concept:
   "How would you explain this to someone else? Do you know what this means? What are some examples? Do people have different ideas about this? What are your ideas about this?", etc.

4. Facilitate visualization and verbalization from questioning, recording. **(See COMPREHENSION VII. 56)**

5. Focus student response on the five W's - Who, What, Where, When, Why **(See WRITING IX. 18)**

6. Students create lists of adjectives, adverbs and prepositional phrases with teacher's help, then use the adjectives, adverbs and prepositional phrases in sentences which they generate. **(See WRITING IX. 19, 20)**

7. Students add prepositional phrases, adverbs, adjectives to short sentences provided by teacher.

8. Use cloze passages for practice adding adjectives, adverbs, prepositional phrases. **(See WRITING IX. 28,)**

9. Indicate to the students where to expand their own sentences, adding adjectives, adverbs, prepositional phrases.

10. Use Developmental Writing Activities. **(See WRITING IX. 4)**

11. Have the students micro-unit sentences and combine practice with groups and individuals:
    - Provide a list of common coordinating and subordinating conjunctions **(See WRITING IX. 20)**
    - Provide a list of relative pronouns
    - Match main clauses with subordinate and relative clauses **(See WRITING IX. 29, 30)**
    - Add main clauses
    - Add subordinate and relative clauses
    - Model compound and complex sentences and sentences with prepositional phrases
    - Use Cloze practice with the above
    - Use student work that depicts explicitly taught structures

12. Have the students practice using transitional words and expressions from the lists and examples provided. **(See WRITING IX. 28)**
    - cloze **(See WRITING IX. 9)**
    - Use student-generated work

13. Read aloud texts with varied syntactical structures **(See READING TO ADULTS AND ADOLESCENTS VIII.)**

Expanding From Kernel Sentences

To model the following strategy, present a kernel sentence to the class and expand upon it with attention to the five W's: Who, What, Where, When, Why.

Bill ate.

Bill ate pizza.

Bill ate pizza at a restaurant.

Bill ate pizza at a restaurant on Tuesday.

Bill ate pizza at a restaurant on Tuesday because he worked late.

Present the student with a variety of subject-verb pairs from which they can begin building.

Students can then supply their own pairs, and even trade them with each other.

Finally, alter the order of the word arrangement in the sentences.

Example: Because he worked late on Tuesday, Bill ate pizza at a restaurant.

Tools for Better Sentences

Lists of prepositions, conjunctions and pronouns (See **WRITING IX. 20**) can be used in a variety of ways. For example, the teacher can cut up the list and place the words on separate pages with room at the bottom for the students to generate their own examples. The teacher can present each word separately and ask the students to write several sentences into a notebook using the word, keeping the entire list handy for each student's reference.

NOTE: Many of these words are confusing to LD students, so their meaning must first be shown concretely.

Tools for Better Sentences

Common Prepositions

- about
- above
- across
- among
- around
- at
- before
- behind
- below
- beneath
- beside
- between
- by
- during
- except
- for
- from
- in
- inside
- into
- of
- off
- on
- outside
- over
- through
- to
- toward
- under
- with

Coordinating Conjunctions

- and
- but
- or
- for
- nor

Common Subordinating Conjunctions

- after
- although
- as soon as
- because
- before
- if
- since
- so that
- unless
- until
- when
- while

Common Relative Pronouns

- who
- whose
- which
- what
- that
- whoever
- whatever

Strategies for Paragraph Writing

1. Teach the concept of a paragraph.
2. Have students use fill-in paragraph forms. (See WRITING IX. 22, 23)
3. Provide topic sentences and then have students generate supporting sentences.
4. Provide supporting sentences and have students write topic sentence.
5. Have students practice using transitional expressions. (See WRITING IX. 27, 28, 29)

Example For Paragraph Form (Time Narrative)

Topic Sentence (Indent)

First

Next

Then

Finally

Example of Paragraph Form (Opinion)

Topic Sentence:(Indent)

The Main Reason

Also

Furthermore

IX. WRITING

Strategies for Writing Letters and Essays

1. Teach concepts explicitly.

2. Have the students practice categorizing, i.e. items in rooms.
3. Use visual organizers
    - Time lines, flow charts, charts with prompts: first, second, next, then, etc.
    - Essay tree: the "trunk" is the topic; each root and its section is a paragraph that supports ...; each section of each root is a sentence which "feeds" the root. Model this with the class until they thoroughly understand it.
    - Story maps
    - Detail maps
    - Box charts-paper divided into 4-6 boxes-main ideas at the top of each - details listed in box: box becomes a paragraph

4. Have the students use a fill-in outline form.

5. Have the students write one paragraph per page for a rough draft.

6. Model essays and letters using student-produced work.

7. Have the students use fill-in letter form.

8. Have the students use a fill-in essay form.

Essay Outline

I. The Main Idea of the Essay	I.
A. Supporting Detail	A.
B. Supporting Detail	B.
C. Supporting Detail	C.
II. Supporting Detail (IA)	II.
A. Reason or Example	A.
B. Reason or Example	B.
C. Reason or Example	C.
III. Supporting Detail (IB)	III.
A. Reason or Example	A.
B. Reason or Example	B.
C. Reason or Example	C.
IV. Supporting Detail (IC)	IV.
A. Reason or Example	A.
B. Reason or Example	B.
C. Reason or Example	C.
V. Restatement of Essay Topic	V.
A. Restatement of II	A.
B. Restatement of III	B.
C. Restatement of IV	C.

Connectors

Introduce the following list of "connecting" words and phrases as more tools that students can use to their advantage in organizing and clarifying their ideas.

Conduct various "micro-unit" exercises with each section of the list. Discuss and practice each word or phrase, its meaning, and usage. One student-notebook page can be devoted to each type of connector with student generated examples. Ask students to add connectors to writing they have already done. Give paragraph assignments that call for particular types of connectors, i.e. "What you did last Thanksgiving (time), a room description (place), why you dropped out of school (result)."

Student Handout on Connectors

A connector is a word or phrase that connects your ideas to each other. It helps make your meaning clear and your writing smooth. Connectors can be used to link sentences and paragraphs.

The following is a list of connectors you should keep in a handy place so you can refer to it when you are writing.

"Time" Words

after
ago
before
finally
first
last
later
meanwhile
next
now
second
since
soon
then
until

"Place" Words and Phrases

above
behind
below
beside
inside
in front of
in back of
near
next to
on top of
to the right(left of)
under

"Addition" Words and Phrases

and
also
besides
furthermore
in addition

"Example" Phrases

for example
for instance
such as

"Difference" Words and Phrases

although
but however
nevertheless
on the other hand

"Result" Words and Phrases

as a result
because
consequently
so
since
therefore

Cloze Exercises for Connectors
Handout

Use your list of "Connectors" to fill in the blanks.

___________ I was about ten years old, I believed in Santa Claus. ___________I believed in the Tooth Fairy and the Easter Bunny. ___________I thought the stork delivered babies. ___________ the other kids made fun of me and played tricks on me.

__________, my friend Rocky sent me a postcard from Florida. _____ a small hill stood a stork. __________ the stork Rocky had written "This stork just dropped a baby _______ this hill."

__________, my friends were still trying to convince me where babies really come from, __________ there was no way I would believe them. __________ I thought they were just teasing me. __________, my father set me straight about babies.

__________, I started believing my friends about Santa, The Tooth Fairy and Easter Bunny. _________, there are still some things I'm not too sure about __________ my adult friends seem to believe in them. _________, where does Mother Nature live?

First Practice Expanding Sentences

Match the following sentences with the clauses and phrases that complete them. Then write the completed sentences on another piece of paper.

	Sentences	**Clauses and Phrases**
1.	She wants me to get home	even though I don't want to.
2.	I don't go camping anymore	that I told you about.
3.	Put that white elephant over there	into the smooth lake.
4.	I'll be home	but I don't have enough time.
5.	Please mow the lawn	as soon as I'm finished here.
6.	That was the guy	except the farmers.
7.	I'll take you with me	until they learn to fly.
8.	She dove	whose mother knows my mother.
9.	Bob bought a beer	before it rains.
10.	Birds are cared for by their parents	because she knows the way.
11.	We're going to be late	when the meeting is over.
12.	He's dating the woman	before the game.
13.	I'd like to go	because it always rains when I do.
14.	Everybody likes this weather	unless the taxi comes soon.
15.	We'll follow Robin	beside the flying pig.

More Practice Expanding Sentences

Below is a list of phrases and clauses. Write your own sentence using each one.

1. during the terrifying storm
2. when she left the crowded room
3. who caught the ball
4. but I didn't have enough money
5. between the chair and the wall
6. unless you call me
7. above my head
8. whose hair was green
9. whatever you want
10. as soon as he gets here
11. without any help
12. so that I could see better
13. yet I can't seem to stop eating junk food
14. behind the kitchen door
15. and it was raining

The following pages are "traditional" essay-outline forms that many students find helpful when organizing their writing.

If students map the essay and individual paragraphs first, they can transfer this to the outline form. Phrases, sentences, or a combination of the two, work for the outline. Show the student how to transfer from the outline to the essay form.

I. Introductory Paragraph

Topic Sentence:
(Main idea of essay)

Supporting Detail A.

Supporting Detail B.

Supporting Detail C.

Paragraph II.

Topic Sentence
(Restatement of supporting detail I.-A.)

Reason or Example A.

Reason or Example B.

Reason or Example C.

Paragraph III.

Topic Sentence
(Restatement of supporting detail I.B.)

Reason or Example A.

Reason or Example B.

Reason or Example C.

Paragraph IV.

Topic Sentence
(Restatement of supporting detail I.C.)

Reason or Example A.

Reason or Example B.

Reason or Example C.

Concluding Paragraph

Topic Sentence
(Reword main idea of essay)

Write two to four sentences to summarize and/or state final opinions about the topic.

Complaint Letter
(Handout)

If you have a problem with a product or service, you can write to the company responsible. If you put your complaint in writing, you have a record of the action you've taken, and you can send copies to other agencies if necessary.
Keep your letter short, and state all the facts clearly. This is a good way to set up a complaint letter:

I. Opening paragraph

DESCRIPTION

A. Tell what the product or service is and the date it was purchased
B. Describe the product or service
C. Tell the cost (include shipping charges if paid by you).

II. Middle paragraph

PROBLEM

A. Provide the date you received the product
B. Describe exactly what is wrong with the product or service.

III. Last paragraph

SOLUTION

A. Tell exactly what you want the seller to do about the problem
B. Tell how you can be reached (phone no.) and when you would like the problem corrected

Sample Complaint Letter

555 Sunnyside Drive
Hometown, MA 12345
September 1, 1995

Fly-By-Night Novelties
2468 String Along Avenue
Los Angeles, California 90210

Dear Sir or Madam:

On August 5, 1995, I ordered a pair of neon-orange gloves, size 7, # 372 in your catalog. I sent you $ 13.98 which included postage and handling.

On August 29 I received a neon-orange cap, size 7.

I am returning this cap and ask that you send me the gloves I ordered by September 15, in time for my daughter's birthday. Please also send me $2.79 postage for the cap I am returning. If there are any questions, you can reach me at (202) 456-1111.

Sincerely,

Beth A. Barnes

Complaint Letter Format
(Handout)

Your street address_________________________
Your town, state, zip code__________________
Today's date________________________________

_______________________Company name
_______________________Street address
_______________________City, State, Zip

_______________________: GREETING

I . (Indent) ____

DESCRIPTION ____

II. (Indent) ____

PROBLEM ____

III.(Indent) ____

SOLUTION ____

Closing________________________________

Your Signature_________________________

Your name printed______________________

Complaint Letter Practice
(Handout)

DESCRIPTION	On November 8, 1995, you ordered the compact disc "Crazy Sexy Cool" by TLC from the Music of the Month Club. You sent check no. 371 for $15.98 which included postage and handling.
PROBLEM	On November 21, you received a "Little Mermaid" CD from this company instead of the TLC CD.
SOLUTION	Write a letter to enclose with the "Little Mermaid" CD which you are returning. Ask the Music of the Month club to send you "Crazy Sexy Cool" and to reimburse you for the $2.69 it cost to send back the "Little Mermaid" .

The company's address is:

Music of the Month Club
34 Cliff Drive
Woodstock, NY 01969

More "Complaint Letter" Practice
(Handout)

DESCRIPTION	You moved into your new apartment at 246 Merry Way, on September 1, 1995. You noticed there are no smoke detectors in the apartment. You called the landlord, Maryanne Barnes, who lives at 29 Spring Street. She said she would take care of it.
	It is now November 15, and you still don't have smoke detectors, even though you've talked to Ms. Barnes about it three more times.
PROBLEM	You are worried about keeping your children in an apartment without smoke detectors, but you can't afford to move. You didn't pay your rent on November 1 because of this problem, and now Ms. Barnes is threatening to evict you.
SOLUTION	You want the Board of Health to make Ms. Barnes obey the law. You hope they make her put in the smoke detectors by the end of November so you can pay the rent December 1 and stay in the apartment.

Write to: Board of Health
City Hall
321 Main Street
Your Town, MA

Letter to a Government Official
(Handout)

It is your right to let elected officials know your opinions and to ask them to help with problems you may have or know of.

People in your town, state capital, or Washington D.C. can be called, but you may wish to write also. A letter is a permanent record if you copy it, and you will probably get a written reply if you write!

TOPIC	I.	First paragraph or sentence: tell what you are writing about.
PROBLEM	II.	Second paragraph: describe the problem or situation. Be specific. Give dates, places, names, if needed. If you are involved, tell how.
REQUEST	III.	Third paragraph: tell what you'd like your elected official to do.
THANK YOU	IV.	Last paragraph or sentence: thank the official for his or her interest.

Example of a Letter to a Government Official

52 Dogwood Lane
Smithville, MA 74306
November 2, 1995

Mayor Doris Drew
City Hall
123 Main Street
Smithville, MA 74360

Dear Mayor Drew:

TOPIC I am writing to ask you to do something about the dogs running loose in my neighborhood.

PROBLEM Many people do not keep their dogs tied on Dogwood Lane, Elm, and Maple Streets. Everyday I see little children on their way to school knocked down by big dogs. There is one dog that chases and snaps at the children. The children, including my eight-year old son, are afraid to walk to school or to go out to play. The neighbors and I have called the dog officer about 100 times, but he never comes.

REQUEST Please get the dog officer to do his job immediately before some child is hurt badly by these dogs. I hope you will let me know as soon as possible what will be done. You can call me at 243-7691.

THANK YOU Thank you for your prompt attention.

Yours truly,

Jeffrey Barnes

Format for Letter to a Government Official
(Handout)

Your street address ____________________
Your town, state, zip code ______________
Today's date ___________________________

____________________ Official's name
____________________ Building
____________________ Street address
____________________ City, State, Zip

____________________ : GREETING

____

TOPIC ____

____

____

____

PROBLEM ____

____

____

____

____

REQUEST ____

____

____

THANK YOU ____

Closing ____________________________

Your Signature ______________________

Your name printed ___________________

IX. 44

Practice for Letter to a Government Official
(Handout)

TOPIC	The prisons in your state do not provide much education and job training for the inmates.
PROBLEM	Prisoners are not given enough time to attend classes. There are not enough classes that will help inmates get good jobs when they are released. You think fewer prisoners would commit crimes again if they could get good jobs when they got out of jail.
REQUEST	You would like to see everyone able to take GED classes, computer training, and training in other fields where there are jobs. You are sure education for prisoners would save money by helping them stay out of prison in the future. You want the State to pass laws to provide more educational opportunities for prisoners.

Write to: Governor (name of current Governor)
State House
Boston, MA 02133

More Practice for Letter to a Government Official
(Handout)

TOPIC	You are concerned about your town's water.
PROBLEM	You read in the July 26, 1995 issue of your town newspaper that people are swimming in your town's water supply, the reservoir.
REQUEST	You don't like using and drinking water that people swim in. You want the Board of Selectmen/women or Mayor to get more police patrol and post bigger NO TRESPASSING signs. You want people who trespass or swim in the town reservoir to have to pay fines. You would like this to happen immediately. You want the Mayor or Board to tell you what they are going to do.

Write to: Mayor or Board of Selectmen/women
Town Hall
Your Town, MA

Strategies for Editing/Revision of Content

1. Have the student skip lines initially to facilitate editing and clarifying of ideas.
2. Leave time between writing and editing.
3. Have the student edit using self-questioning and checklist. (See WRITING IX. 48)
4. Facilitate clarification of unclear sentences using questions, comments, and highlighting unclear portions.
5. Teach basic proofreader's techniques - crossing out, carets for insertions, arrows to rearrange.
6. Teach word-processing skills.

Student's Editing Checklist

Check these points in your writing to make sure it says what you want. When you think of other points to ask yourself, add them to the list.

REMEMBER: You may need to revise your writing several times until you are satisfied with it.

Check the questions one-at-a-time against your text.

1. Is my main idea clear?
2. Do all my sentences and paragraphs relate to the main idea?
3. Is each sentence easy to understand?
4. Are my sentences and paragraphs arranged in the best order?
5. Are there any words I should change to make my ideas clearer?
6. Have I written enough to explain/support my main idea?

Strategies for Frequent Grammar and Usage Problems

PROBLEM: Subject-verb agreement, especially 3rd person singular, present tense

Strategies

1. Teach the concept explicitly with examples
2. Photocopy a text and have the students highlight examples.
3. Use Cloze sentences and paragraphs leaving verbs out.
4. Provide nouns and verbs and have the students generate sentences.
5. Have the students write their own sentences with own 3rd person singular nouns/present tense verbs

PROBLEM: Pronouns without clear antecedents

Strategies

1. Teach the concept explicitly
2. Have the students highlight pronouns and their antecedents in a photocopied text. Follow this up with a discussion.
3. Have the students listen and identify pronouns and antecedents in teacher-generated sentences
4. Assign the students Cloze exercises where they must supply the antecedents and pronouns.
5. Give the students antecedents and pronouns and have them construct their own sentences.
6. Have the students write their own sentences with their own antecedents and pronouns.

PROBLEM: Incorrect tense usage; erratic shifts in tenses.

Strategies

1. Teach concept
2. Provide a chart of tenses for reference
3. Have the students generate their own examples of above tense usage
4. Use Cloze exercises
5. Provide the students with lists of irregular verbs

PROBLEM: Possessives

Strategies

1. Micro-unit the concept (see worksheets), do not proceed to the next unit until the current concept is learned to automaticity.
2. Use Cloze exercises to differentiate possessives from plurals

PROBLEM: Article usage

Strategies

1. Teach the concepts a, an, and the.
2. Have the student highlight the articles in a photocopied text and follow that with a discussion
3. Provide Cloze exercises
4. Have students generate sentences containing articles

Possessives

Singular Nouns

I.

Rule #1. Possessives show that something is owned or is part of something. Add 's (apostrophe before s) to singular nouns to make them possessive.

Example: Ann's truck (the truck belonging to Ann)
The house's windows (the windows are a part of the house)

Try it: Make these possessive phrases show ownership by making the nouns possessive with 's.

Example: bike belonging to Bob Bob's bike

1. cat belonging to Carl________________________________
2. game belonging to a guy______________________________
3. cabinets belonging to a kitchen_______________________
4. antlers belonging to an animal________________________
5. home belonging to Holly______________________________
6. dish belonging to a dog______________________________
7. trunk belonging to a tree____________________________
8. clown belonging to a circus__________________________
9. mess belonging to Mike______________________________
10. ideas belonging to Ida______________________________
11. marbles belonging to Martha__________________________
12. handle belonging to the hammer________________________
13. cows belonging to Ms. Brown__________________________
14. skyscrapers belonging to New York____________________
15. computer belonging to Mr. Smith______________________

Notice: **The word that it "owns" comes right after the possessive noun ('s).**

Now circle all the 's and words "owned" on the work you did above.

Possessives

Singular Nouns

II.

Write the singular possessive ('s) of each noun. Then write a word after it to show what it owns.

Example: monkey monkey's tail

1. sister ______________________________
2. student ______________________________
3. dog ______________________________
4. doctor ______________________________
5. Bill ______________________________
6. clock ______________________________
7. Ms. Wong ______________________________
8. father ______________________________
9. supermarket ______________________________
10. Mr. Swift ______________________________
11. Florida ______________________________
12. country ______________________________
13. woman ______________________________
14. room ______________________________
15. shirt ______________________________

Now circle all the 's and words "owned" on the work you did above.

Then use each possessive in your own sentence.

Possessives
(Handout)

Plural Nouns

There are two rules for making plural nouns possessive

Rule 1: If the plural noun ends in "s" just add an apostrophe after the "s" (s'). Most plurals are like this.

Examples: the three girls' bikes; all the watches' batteries

Rule 2: A few nouns become plural without ending with "s". If the plural noun does **not** end in "s" add an apostrophe and "s" ('s). This is for the few nouns that must have spelling changes for the plural.

Examples: men - men's coats, geese - geese's feathers

PRACTICE - First: The most important step is to **make the noun plural**
Then ask: Does it end in "s" ?
Next: Tell which rule applies.
Finally: Write a word owned by that noun.

Singular Nouns	Plural Nouns	Rule #	Possessive Plural Owned	Thing Owned
1. book				
2. lamb				
3. woman				
4. waiter				
5. witch				
6. child				
7. school				
8. mouse				
9. deer				
10. stove				
11. city				
12. ax				

Now circle all the s' or 's on the work you did above.

Then use each of the possessive plurals in your own sentence.

Possessives
(Handout)

Singular and Plural

Write the possessive of the noun in parentheses.

1. (teachers) The __________ lounge was painted.
2. (truck) The __________ tires are flat.
3. (uncle) My __________ favorite sport is golf.
4. (cousins) I send cards for all my __________ birthdays.
5. (dog) Your __________ barking kept me awake all night.
6. (Peg) Did you borrow __________ purple pail?
7. (Firemen) __________ work is dangerous.
8. (teeth) My __________ cavities are huge!
9. (nurses) The __________ union has many members.
10. (mice) Three blind __________ tails were cut off.
11. (book) Your __________ pages are torn.
12. (Bob) __________ voice is very deep.
13. (dishes) The __________ many cracks are ugly.
14. (women) Five __________ cars were damaged.
15. (children) Our __________ school is a mile away.

Now circle all the 's or s' and things "owned".

Plurals and Possessives
(Handout)

1. First circle either "PL" for plural or "PO" for possessive. Remember, a word could be both plural and possessive. If it is, circle both.
2. Next, use the word in a sentence.
3. If the word is possessive, circle the word it owns or is a part of.

1. dog's (PL PO) ______________________________

____

2. sisters (PL PO) ______________________________

____

3. truck's (PL PO) ______________________________

____

4. windows (PL PO) ______________________________

____

5. aunt's (PL PO) ______________________________

____

6. men's (PL PO) ______________________________

____

7. driver's (PL PO) ______________________________

____

8. singers (PL PO) ______________________________

____

9. workers' (PL PO) ______________________________

____

10. tourists' (PL PO) ______________________________

____

11. children's (PL PO) ______________________________

____

12. baby's (PL PO) ______________________________

____

13. babies' (PL PO) ______________________________

____

14. streets (PL PO) ______________________________

____

15. pig's (PL PO) ______________________________

____

Singular and Plural Possessives

1. Decide if the noun is singular or plural without any ' or 's. Then circle whether each possessive is singular (S) or plural (P).

2. Next use it in a sentence.

3. Circle the word it owns or is a part of.

1. brother's (S P) ________________
2. teachers' (S P) ________________
3. women's (S P) ________________
4. mouse's (S P) ________________
5. glass's (S P) ________________
6. players' (S P) ________________
7. hotel's (S P) ________________
8. computers (S P) ________________
9. shark's (S P) ________________

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10. car's (S P) ____________________

____

11. mice's (S P) ____________________

____

12. band's (S P) ____________________

____

13. parents' (S P) ____________________

____

14. cows' (S P) ____________________

____

15. dishes' (S P) ____________________

____

Possessives and Plurals
(Handout)

Fill in the blank with the correct word in parentheses. Decide whether you need a plural or a possessive. If you choose a possessive, circle the word that it owns or is a part of.

1. Charles is using his __________ tools. (sisters, sister's)
2. The __________ roofs were all blown off. (houses, houses')
3. Some __________ don't enjoy football. (boys, boys')
4. The __________ football is flat. (boys, boy's)
5. Did you see the __________ nest? (hornets, hornets')
6. The __________ swayed in the wind. (trees, trees')
7. He found the __________noise very annoying. (parrots, parrot's)
8. Do you know your __________ address? (friends, friend's)
9. All those __________ are making a mess on the lakeshore (ducks, ducks')
10. The __________ mess must be cleaned up by the lifeguards. (ducks, ducks')
11. Have you seen the new __________ Frank got for his birthday? (clubs, clubs's)
12. Dot needs to talk to the __________ manager. (stores, store's)
13. The __________ leaves are turning yellow. (plants, plant's)
14. Where did you leave the __________ I gave you? (keys, keys')
15. Grace doesn't believe her __________story. (husbands, husband's)

Singular and Plural Possessives
(Handout)

1. First circle (S) if the word is singular, (P) if the word is plural.
2. Then write its possessive.
3. Next, use the possessive in a sentence.
4. Circle the word it owns or is a part of.

Example: apples (S P) apples' The apples' skins are tough.

1. doctors (S P) ______________

____

2. bike (S P) ______________

____

3. geese (S P) ______________

____

4. tree (S P) ______________

____

5. Cathy (S P) ______________

____

6. farmers (S P) ______________

____

7. store (S P) ______________

____

8. group (S P) ________________

____

9. Ms. Koshi (S P) ________________

____

10. ponies (S P) ________________

____

11. newspapers (S P) ________________

____

12. leaders (S P) ________________

____

13. deer (S P) ________________

____

14. V.C.R. (S P) ________________

____

15. bridesmaid (S P) ________________

____

Strategies for Mechanics

1. Teach concepts the students need as exhibited in their writing.
2. Have the students practice, especially with their own sentences.
3. Have the students proofread using their checklist. (See **WRITING** IX. 48, 68, 69)
4. Create an "errorful" text and have the students proofread it.
5. Micro-unit: teach one particular rule or skill to automaticity.
6. Have the students use their "personal" spelling dictionary.
7. Spelling: Encourage the students to use "best-guess spelling" when they are composing, so as not to interfere with the writing process. Then:
    - have student go over the student's writing and highlight or underline every word the student isn't sure of
    - have the student try to visualize
    - have the student try to "sound out" the word by syllables
    - use a dictionary
    - spellcheck/computer
    - ask someone how to spell the word
8. Have the student write in manuscript form whenever possible to avoid indiscriminate use of the upper case.

Strategies for Sentence Fragments

1. Teach the concept explicitly. (See example at bottom of page)
2. Have the students use their personal proofreading checklist. (See WRITING IX. 48, 68, 69)
3. Have the students identify fragments in their text.
4. Have the students correct their own "not yet" sentences.
5. Provide the students with "not yet" sentences that they can complete.

Example:
Grog the Caveman runs up the hill to the cave yelling "Saber toothed tiger!!!" The other cave people don't know whether he has killed the tiger or if it is chasing him up the hill. So for self-preservation they had to invent a word to complete the idea - the verb. From that day to this we have to have a verb to make a complete thought, and a complete sentence.

Strategies for Run-on Sentences

Have the students:

1. use their personal proofreading checklist. **(See WRITING IX. 48, 68, 69)**
2. number or highlight the ideas in their own run-on sentences.
3. rewrite their own run-on sentences.
4. identify run-on sentences in the text.
5. Teach the students the advantages and the techniques for combining sentences.

IX. WRITING

Strategies for Omissions

1. Have the students use their personal proofreading checklist. (See **WRITING IX. 48, 68, 69**)

2. Indicate in the margins that something is missing (such as minus sign, and turn it into a plus sign when the student makes the correction).

3. Tape the students reading their own work aloud.

4. Have someone else read aloud a student's work.

5. Address any underlying syntax problems.

IX. WRITING

Strategies for Handwriting/Penmanship

Have the students:

1. experiment with pens, pencils, grippers, paper.

2. use commercially available penmanship books and paper.

3. use kinesthetic/tactile techniques:
   Trace letters, write words with gluestick on paper, in sand, salt, fingerpaint or use sticks, crayons of various diameters

4. use computers, word processors. Encourage students to learn touch typing.

5. use tape recorders.

6. print or write letters or words in the air using whole arm movement

7. Print or write letters or words on large paper -2 1/2 -3 ft. wide and 18 in. high, using large size crayons

8. Demonstrate standard pencil grip for the student and suggest he or she try it.

9. Assign structured handwriting practice daily.

Strategies for Proofreading

1. Provide a time lapse between writing and proofreading.

Have the students:

2. use personal checklists to proof for their most frequent errors. (See WRITING IX. 48, 68, 69)

3. check an entire piece of writing for one problem at a time.

4. read their written work into tape recorder.

5. Help the students to move gradually to independent proofreading. The teacher:
   - indicates where the error is
   - indicates the line where the error is
   - indicates number of types of error
   - indicates that more corrections are needed

6. Teach the student to use word-processor checks.

7. Teach the student to read aloud exactly what s/he wrote, pointing out pauses where punctuation should go if not heard by the student. It will take some practice for the writer to read what was written, rather than what s/he thought was written, but is worth the effort for many students.

Proofreading
(Handout)

Using the Personal Proofreading Form: a personal checklist

In the writing process it is crucial to make any revisions in content before examining punctuation, grammar or usage, unless the "mechanics" are severely hampering meaning.

In order not to discourage the developing writer, use the checklist to address only the most frequently occurring errors. Together, you and the student can determine what those two or three errors are -- the "patterns". As the frequency of the most glaring problems diminishes, others that consistently present difficulty can be added. However, do not include more than three or four problem areas from the list at any one time.

Instruct the students to check the entire piece of writing for one type of error at a time. Practice this with the student, monitoring until the student can self-monitor.

SAMPLE: Personal Proofreading Checklist

DATE	TOPIC	sentence fragments - not yet sentences	leaving off letters on ends of words	commas before and, but, or when they join two sentences			

PERSONAL PROOFREADING CHECKLIST

DATE	TOPIC						

SECTION X.
Index to
SPELLING

What You Need To Know About Spelling 1

PROBLEMS STRATEGIES

* DIFFICULTIES WITH REGULAR WORDS:
Phonics Problems 6

* DIFFICULTIES WITH PREDICTABLE WORDS:
Problems with Rules, Generalizations 8

* DIFFICULTIES WITH IRREGULAR WORDS:
Memory Problems 10

* DIFFICULTIES WITH HOMONYMS
Memory Problems 13

* METHOD FOR PRODUCING AN ACCEPTABLY SPELLED
PIECE OF WRITING 14

SPELLING X.

What You Need To Know About Spelling

For LD adults, the importance of competence in spelling is clear. They know that the spelling on a piece of paper can mean the difference between being hired or not, being promoted or not, being laughed at or taken seriously. It can label them as ignorant, stupid, or lazy. Poor spelling in adults can wreak havoc in their lives. Too often such students have come to equate writing with spelling.

These learners need to understand that writing is conceptualizing and expressing; spelling is a system of rules and information that allows the expression to have a standard form. Spelling errors that persist may be corrected through proofreading, a last step in the writing process. (see X. 14)

Goals of Spelling Instruction

While LD poor spellers may never become a really good spellers, it is equally true that they can learn the spelling and coping strategies that will ultimately result in written work that satisfies the students' requirements. That really is the goal of spelling instruction for LD poor spellers.

However, an outcome that is equally important to creating a correctly spelled work, is the attainment of self acceptance, where students acknowledge their language processing (spelling) weaknesses without embarrassment, but also give equal acknowledgment to their strengths and abilities.

Instructional Options

Students who have deficits in reading (are reading at the 0-5.9 grade level) as well as in spelling should be taught spelling as an integral part of their reading remediation. **(See BASIC READING VI. 35)** Recommended reading curricula have principles for spelling instruction built into them.

Students who are reading well enough to be in ABE II or above may still have spelling levels that are a number of grades below their reading. After an assessment to reveal their areas of weakness, decisions must be made about how best to teach these students. **(See ASSESSMENT AND COUNSELING NOTEBOOK:** Spelling Assessment.**)** The options are:

1. Individual instruction by teacher or volunteer tutor
2. Class instruction
3. A combination

In our opinion, combination instruction is the ideal option: class time is used for the presentation of concepts, group practice, the answering of questions, checking of progress, and a support-group-like experience. In between spelling classes, students having more difficulty could be tutored individually. If any of these students still isn't able to keep up with a class, then he or she could receive individual tutoring instead of remaining in the class. Students who have mastered sound symbol correspondence (the first thing covered in the class), could either come to class for a review and to achieve greater automaticity, or they could elect to join the class at a point where their weaknesses begin to be addressed.

Another question is what curricula to use in spelling remediation at the ABE II level. There are a number of spelling curricula out, none of which is without flaw. Currently, the best strategy might be to use one as the primary curriculum, with other curricula available to augment it. **(See list of spelling curricula in the BIBLIOGRAPHY)**

Why Is Spelling So Difficult?

Although we write in order to capture spoken words and the ideas they represent, the spelling of the words is not a transcription of speech. Spelling is a much more complicated process. It is more difficult than reading in which the print is placed before the reader. To spell, the writer must retrieve from stored memory the visual symbols that represent letters and words (print).

It is easier to isolate letters in a printed word than it is to isolate individual sounds in a spoken word because while written words are a sequence of discrete letters, ordinary speech is not a series of discrete sounds.

The same letter may have a slightly different sound depending on what precedes or follows it. Several letters, vowels especially, have more than one sound. Conversely, sounds may be represented by more than one letter or letter combination. In many words, for spelling purposes, pronunciation takes a back seat to knowledge of syntax and grammar. For example, the word pronounced /jumpt/ must be spelled jumped. It is necessary to know that it is the past tense of the verb "jump", and past tense verbs are spelled with "ed" however they may sound.

In words which are derived:
(a) the pronunciation and spelling may be quite different from the root form of the word: perceive/perception
(b) the root and derived word may be similar: kind/kindly
(c) the root and derived word may have a different pronunciation, but similar spelling: clean/cleanser
(d) the root and derived word may have similar pronunciation and different spelling: silly/silliness

Spelling places much greater demands on visual memory than does reading. While only 15% of English words do not conform to any pattern or rule and thus are totally unpredictable and must be memorized, that unpredictable 15% includes some of the most heavily used words in the English language. With visual memory for language a problem for most poor spellers, it is understandable that these are the words that give LD spellers the most trouble.

What Is a Spelling Disability?

Poor spelling may be the companion of a reading disability, or it may be what still remains unremediated after the student has learned to read. The difference between the disabled speller and the many people who complain that they don't spell very well is both the quantity and the quality of the spelling errors. The indifferent speller will misspell some of the "spelling demons" and particular words that give trouble. The disabled speller misspells a lot of words, easy words as well as the difficult ones.

In LD poor spellers, deficits appear to be primarily in the processing of language, and/or in the area of memory, especially visual memory. Additional weaknesses may be detected in auditory or visual perception/discrimination. The LD speller who mangles words, with gross errors in sound/symbol correspondence is considered to have difficulties at the most basic level of learning to spell. This individual has not mastered the relationship between sound and symbol and relies on a faulty memorization of whole words. Our experience has been that virtually all of the students who have asked for help in spelling have had difficulty with sound/symbol correspondence.

Another type of LD speller is the person, also with an unreliable memory for words, who overly relies on phonetic spelling. This type of individual has mastered the sound/symbol stage of spelling, but has not progressed past it to making use of the structure of the language to assist in making spelling decisions.

Finally, the student for whom attention is a problem may show spelling difficulties because of a lack of self monitoring and only a superficial attention to detail. This is the person who may spell the same word three different ways in one paragraph.

Teaching Spelling To an Adult

The Principles

Spelling is a decision-making process. Some of the decisions are made instantly, as automaticity is reached. Other decisions are based on different kinds of clues which the student can be taught to look for and apply in making spelling decisions.

The clue systems are:

1. Sound/symbol correspondence
2. The visual appearance of words
3. Knowledge of language: familiarity with words and their uses, a knowledge of tenses, prefixes, suffixes, an understanding of the different ways words can be spelled in different grammatical settings.

1. Begin at the beginning: the sound/symbol relationship.

   Whatever the area of weakness, in order to make good spelling decisions, the sounds of the alphabet letters and their corresponding symbols must be mastered.

2. Teach the structure and logic of the language.

   This includes syllabication, spelling rules and patterns, prefixes and suffixes, and origins/derivations of words.

3. Teach common sight words.

   There are several lists of the most commonly used words. From among those common words, pick the irregular words which must be memorized.

4. Teach memory strategies and coping strategies.

   Memory for the appearance of correctly spelled words may never become really reliable, but there are strategies for strengthening it. Coping strategies include dictionary, spell checker usage, and mnemonics.

5. Use a multisensory approach: hearing, seeing, writing (using large arm muscles as well as small hand muscles), saying aloud.

   Because of the LD students' various language processing weaknesses, concepts must be presented in a multisensory way.

6. Teach in small sequential steps: micro-units.
   Each new concept is built on previous ones; students are only responsible for what has been taught.

7. Material is presented in a structured way.

   - Each building block of the structure is mastered before new material is introduced.
   - Presented material proceeds gradually from the simple to the complex, from the regular to the irregular.
   - Things that go together are taught in the same general time frame. Example: short vowels, closed syllables and Spelling Rule #1: (When a one syllable word with one vowel ends in f,l, or s, double the f, l, or s.)

8. Teach explicitly.

   The competent speller may assimilate letter sounds and the language's structure with little explicit instruction. In contrast, the LD speller must be taught these things explicitly.

9. Provide for frequent repetition, practice, as well as review for overlearning.

   LD spellers' memory difficulties require much repetition of material for automaticity.

Utilizing Strengths - Addressing Weaknesses

"Why teach phonics if the student with a spelling disability has auditory difficulties and is a visual learner?" Unfortunately for these LD students, the idea that when the weakness is in the auditory area, students should memorize whole words, and not be taught phonics, has been around for a while.

Students with poor auditory perception, but good visual memory for words, probably won't be poor spellers (although maybe indifferent ones), because they will remember what most correctly spelled words look like. They will probably not be in your spelling class, unless it is to learn phonics, which they can do with effort, and perhaps some individual tutoring. And it will improve their spelling.

If students have good auditory perception and poor visual memory for words, they may misspell words because of being overly phonetic. These students will join your class when you begin to teach spelling rules, syllabication, syntax, etc.

It is when both modalities are processing information in an inefficient manner that really poor spelling results. Students have no idea how the sounds come together to make words, and their memory for the words' appearance is so faulty that it cannot be relied upon to produce correctly spelled words. The teacher is working with two areas of weakness. Once again, with individual instruction, explicit teaching, and practice such students can become skilled enough in phonics that: (1) a number of words will be spelled correctly, (2) other words will be close enough so that dictionaries or spell checkers will be of use. Aided by a sometimes functioning visual memory, an understanding of the structure of the language, and a knowledge of memory "tricks" and other coping strategies, the LD poor speller can reach the point of creating a correctly spelled finished product.

SPELLING X.

Strategies For Words That Are Regular

Regular words are those in which there is exact sound/symbol correspondence (hat, pest). For these, the strategies' purpose is to teach sound/symbol correspondence: phonics instruction

1. Start with teaching the short vowel sounds. Make sure that YOU know what their correct sound is.

2. When dictating a sound, a word, or a sentence, have students repeat it, to make sure they have heard it correctly.

3. Exaggerate and draw out the sound of the short vowels:
   short /a/....as in "bad apple", make it sound as if you were a sheep: "baaaaaad".
   short /o/....as in "olive", make it "aaaaah-liv"; show that the mouth is shaped like "O" when you say "aaaah".
   short /u/....as in "umbrella", is said in a short, grunting way, as if you had had the wind knocked out of you: "uuh".
   short /e/ and short /i/....are very difficult to exaggerate, but you need to make them as different from each other as possible.

4. When teaching consonant sounds, be careful not to say "tuh", "suh", "fuh" "puh" etc, instead of /t/, /sss/, /fff/, /p/. The /b/ and /d/ sounds are especially difficult to isolate; to avoid saying /buh/ or /duh/, try shading it toward /bi/ and /di/.

5. When demonstrating the sound of /r/, try to make it sound like a dog growling, not /er/ or /ruh/.

6. Use gestures as memory aids to associate with vowel sounds.
   - Short a's gesture is that of brushing something away from left to right, while saying aaaaaaa.
   - Short e's gesture is cupping the hand behind the ear as if not able to hear, while saying "eh?".
   - Short i's gesture is shrugging the shoulders, while saying "i" in a nasal tone of voice indicating indifference.
   - Short o's gesture is "opening wide" for the tongue depressor, while saying "aaaah".
   - Short u's gesture is pressing the hand on the stomach as if having stomach pain, saying "uuuuh".

7. Use lower case plastic letters to teach short vowels and consonants. Use them to teach the blending of consonant-vowel, or vowel-consonant; they're easy to manipulate.

8. Use nonsense syllables to teach the short vowel sounds, if the student is reading at a 2nd grade level or over. This is in order to focus attention on listening for the sounds of the letters, instead of relying on memory.

9. In the beginning, when dictating words or word parts, pronounce the word, then pronounce each letter separately and distinctly. Example: con, /c/ /o/ /n/, con

10. Have students watch the teacher's lips. It helps students with auditory discrimination problems.

11. Have students look in the mirror, and think about the placement of tongue and lips as they pronounce letters.

12. For students who have a great deal of trouble with isolating sounds, make audio tapes of:

    - all the short vowels and any consonants they are having difficulty with
      Example: "A", apple, /a/... pause..."E", elephant, /e/...pause..."I", igloo, /i/...pause..."O", octypus, /o/...pause..."U", umbrella, /u/
      "D", dog, /d/; "K", king, /k/ etc.

    - Nonsense syllable dictation: vowel/consonant and consonant/vowel syllables **all with short vowel sounds**
      Pronounce each syllable, pause, then spell the syllable. Students spell what they hear then can check their answer immediately.
      ap, ag, af, al.... ot, om, os, og....

13. When teaching words with consonant blends, have students tap out the sounds on their fingers, one finger per sound. That way one letter isn't written to indicate a blend.

14. When the consonant blend is at the end of the word, make sure that students hear the final consonant. They may always have heard "crept" as "crep".

15. Have students create their own spelling dictionary. It should contain sections on Sounds, Spelling Rules, Syllables, Spelling Words, Coping Strategies. The Spelling Words section contains words that they need, or words that they misspell arranged alphabetically. If/when they add definitions, it becomes a vocabulary builder.

SPELLING X.

Strategies For Words That Are Predictable

Predictable words are those that follow a pattern, rule, or generalization, although there may not be exact sound/symbol correspondence (boy, coat, fate). For these words, students need to understand the language and its rules and logic. The basic strategies include the teaching of:

- high frequency spelling rules and generalizations
- syllabication
- prefixes, suffixes
- word families
- origins of words
- verb endings
- possessives
- plurals
- contractions

The following additional strategies are suggested as a support to the main strategies. Learning coping strategies will also prove helpful.

1. Begin teaching spelling rules with the simplest, and those that have to do with short vowel words.

2. Have students spell one syllable at a time, first pronouncing the syllable.

3. Teach that students can spell in two steps, if necessary. First get the majority of sounds, then analyze the word for adherence to spelling and other rules and patterns.

4. Have special lessons on verbs. Past tense verbs end in "ed", whether it sounds like /ed/ (fielded), /d/ (bartered) or /t/(jumped). Second person singular present tense verbs end in "s". He swims. She runs. It fires.

5. When teaching contractions, tell students that when something contracts it gets smaller. A contraction loses a letter or two and gets smaller.

6. Use mnemonics. See Coping Strategies

7. Have students write all the words they can think of that rhyme with a given word. Then they should observe the endings of the rhyming words.

8. When working on a particular word pattern, syllable type, or spelling rule, have the student find all the words using that pattern in the newspaper, and make a list or highlight them.

9. Break the above into several steps: copy the given word onto a piece of paper; under the given word, copy words from the newspaper that have the same pattern; put a line under the part that is the same in each word; write the letters that are the same at the top of the paper.

10. When there's an ambiguous vowel sound (schwa) in a word, teach students to turn to a related or derived word to find a clear vowel sound.
    Example: dem__crat...democracy
    pres__dent...preside
    maj__r.......majority

11. In teaching suffixes, introduce consonant suffixes first, as they don't change the spelling of the word.

12. By the time students have gotten to the double vowel words, they need to know the possible ways a word may be spelled, and which is/are the most probable way(s). The vowel sounds, in particular, need to be shown to have greater probability of being spelled one way rather than another. Location of the vowel sound can be a clue: if it is at the end of the word, use "oy", not "oi", "ay", not "ai". Example: toy....toil   pay....paid

13. Practice with games: (if the student enjoys them)
    Hangman
    simple crossword puzzles
    3 and 4 letter word Scrabble (make up your own rules)

14. Have students create their own spelling dictionary. It should contain sections on Sounds, Spelling Rules, Syllables, Spelling Words, Coping Strategies. The Spelling Words section contains words that they need, or words that they misspell arranged alphabetically. If/when they add definitions, it becomes a vocabulary builder.

Strategies For Irregular Words

Irregular words are those that neither demonstrate sound/symbol correspondence nor conformity to patterns, or rules. They are unpredictable. They must be memorized, so the strategies' purpose is to aid visual memory.

1. Use mnemonics: see Coping Strategies
2. Teach only a limited number...one or two...irregular words at a time.
3. Point out the irregularity; group words by their irregularity, if possible.
4. Distort pronunciation for spelling purposes: oct /o/ pus not oct /uh/ pus
5. Identify silent combinations of letters; tell students about how the letters were not always silent; then say them as they used to be pronounced.
6. Show how silent letters can get back their sounds in derived words: sign-signal
7. Discussing word origins, may help: que= /k/ in French: as in antique.
8. Have each student bring in to every class a word found in the environment: on the street, at work, in the home; or a word needed for a practical purpose such as an absence excuse, refrigerator message, sympathy note.
9. Using large letters, make flashcards of words that students want to learn; hold each up one at a time for 5 seconds while students "photograph" it with their eyes, and then write down as much of the word as can be remembered; the card is then held up as the students check the spelling. Repeat as necessary.
10. Write multisyllable words in large letters on a strip of paper; cut the word into its component syllables; have students match the syllable cards to a copy of the whole word, pronouncing each part as they do. Then they assemble the word without the copy to refer to. Finally, they write the word from memory, pronouncing the word, then each syllable and its letters.
11. Encourage students to try to retain and write several letters (rather than one) at a time if copying a word.
12. After students read a word whose spelling is difficult to remember, white out the part giving trouble. The student then fills in the blank.

13. If a word can't be remembered, have students try and get the beginning and ending consonants and any others that are heard. Then with that much of the word written, it may trigger the visual memory of the whole word. Different vowels also may be inserted to see if one "looks right".

14. Have students create their own spelling dictionary. It should contain sections on Sounds, Spelling Rules, Syllables, Spelling Words, Coping Strategies. The Spelling Words section contains words that they need, or words that they misspell arranged alphabetically. If/when they add definitions, it becomes a vocabulary builder.

15. Orton Gillingham Method: Simultaneous Oral Spelling (SOS)
    1. Teacher pronounces word.
    2. Student repeats word.
    3. Student says each sound in the word followed by its letter name and simultaneously writes the letter.
    4. Student reads the word back orally.

16. Fernald Method: Tracing
    1. Teacher writes a word on a large piece of paper and says it aloud as student watches.
    2. Student traces the word with his/her 2nd and 3rd fingers, saying the word slowly aloud.
    3. Then student writes it on scrap paper while saying word aloud simultaneously.
    4. Finally, student enters word into own spelling dictionary. Tracing can also be with crayon, with finger in sand or salt.

17. Fitzgerald Method: Imagery and Recall
    1. Student looks at word, pronounces, and uses in sentence.
    2. Student is asked to "see" the word and say it, spell it orally, trace the word with finger over the written word or in the air.
    3. Student is asked to look at word, close eyes and "see " the word in his or her mind's eye, and spell it orally. Student then looks at word to check oral spelling.
    4. Student writes word from memory. Checks it.
    5. With word covered, student repeats two more times. Any time there's an error, the student repeats the step.

18. Moats Method: Information and Logic

    1. Teacher pronounces word; students repeat.
    2. Teacher writes word, saying it by syllables.
    3. Teacher puts word in sentence and deciphers meaning.
    4. Teacher contrasts word with others that either sound the same or look similar, highlighting distinctions.
    5. Teacher writes and reads words with same root, affix pattern, or ending.
    6. Teacher discusses possible reasons for the word's spelling: its historical roots, its syllable structure, its word parts, or the way it complies with spelling rules/patterns.
    7. Teacher says word aloud again.
    8. Students copy word, saying the name of each letter aloud as they write. Repeat until students can write word from memory.

SPELLING X.

Strategies For Homonyms

Homonyms are words that sound alike although they are spelled differently. They are very difficult for LD spellers to remember.

1. Have the student sketch a picture beside the word in student's own notebook spelling dictionary.
2. Put a synonym, antonym, sentence or phrase next to it.
3. Make up a funny sentence using both homonyms in the sentence.
4. Make up a rhyme using both homonyms.
5. If the word ends in /d/ or /t/, have the student consider if it could be a past tense verb.
6. Have students create their own spelling dictionary. It should contain sections on Sounds, Spelling Rules, Syllables, Spelling Words, Coping Strategies. The Spelling Words section contains words that they need, or words that they misspell arranged alphabetically. If/when they add definitions, it becomes a vocabulary builder.

Strategies for Producing an Acceptable Piece of Writing

These are strategies that enable students to produce correctly spelled work in spite of their imperfect spelling ability. Students will need to know how to operate a dictionary, an electronic spell checker, or a computer word processing program's spelling checker. The teacher should be ready to assist students in the purchase and use of any of the above tools. Included as a coping strategy is mnemonics or memory "tricks".

1. Help students to understand that writing is a process that operates in a sequence. Achieving correct spelling is not the first step in that process, but one of the last. Those words that are not perfectly stored in memory may be put down just as they sound to the writer. For all levels of writers, spelling is corrected as a proofreading task. Trying to think about spelling as one writes impedes the flow of ideas; the two processes are not compatible.

2. Have students write every day: write...write...write. Select one piece of the daily writing (perhaps original sentences) in which to correct the spelling. Never correct a journal.

3. Teach dictionary usage. Do not assume that students know how to alphabetize, or know what the different entries after each word mean.

4. Teach students to use the spell checker. Some are better for LD spellers than others. Make sure that if students intend to buy one, that they get one which will lead to the right spelling from a word spelled phonetically by the student. i.e. "fon" will lead to "phone"

5. Teach students who have access to a computer how to use its spelling correction capability.

6. In proofreading, have students highlight any word that they aren't certain of. Then they analyze those words for sounds, compliance with spelling rules etc.

7. After the above step, work should be checked with dictionary, electronic spell checker, computer spelling correction program, or have it proofread by a good speller.

8. Encourage the use of mnemonics. It is best if each student develops his or her own "tricks" to remember a word or pattern, but teacher can illustrate the idea. Rhymes help a lot. So does humor.
   Example: - bookkeeper has 2 k's..or it becomes boo keeper
   - dessert is spelled with 2 s's....strawberry shortcake
   - principal....is a pal

9. Have students create their own spelling dictionary. It should contain sections on Sounds, Spelling Rules, Syllables, Spelling Words, Coping Strategies. The Spelling Words section contains words that they need, or words that they misspell arranged alphabetically. If/when they add definitions, it becomes a vocabulary builder.

SECTION XI.
Index to
MATH

This MATH SECTION is a preliminary presentation. It will be further developed.

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What You Need to Know About Math 1

The Math Notebook 1

PROBLEMS **STRATEGIES**

* **CONCEPTS** 3
Difficulty understanding the meaning of
addition, subtraction, multiplication, division,
fractions, place value, decimals, etc.

* **VOCABULARY** 4
Inadequate understanding of the "language of math"
including space, time, equivalency, "functor" words

* **RETENTION OF FACTS** 5
Inability to learn, retain, and use addition,
subtraction multiplication, and division facts

* **RETENTION OF CONCEPTS** 7
Problems with long-term memory

* **SEQUENCING** 8
Problems with correct order of steps in computation
and word problems

* **WORD PROBLEMS** 9
Difficulty perceiving operations and their
sequence necessary for solution

* **ATTENTION TO DETAIL** 11
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carelessness

* **POSITIONING AND INTERPRETATION OF NUMBERS, AND CONCEPTS IN SPACE** 12
Trouble aligning numbers, keeping "place" in a
computation problem, understanding fractions,
geometric shapes

* **ISOLATING, DISCRIMINATING SYMBOLS ON A PAGE AND WITHIN A PROBLEM** 13
Difficulty perceiving individual problems, math
symbols, and "embedded" problems

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* **GRAMMAR/SYNTAX** 14
  Confusion of word usage in number sentences and word problems

* **ESTIMATION/REASONABLE SOLUTIONS** 15
  Difficulties using estimation to judge validity of answers

* **TIME CONCEPT/CLOCK** 16
  Inadequate sense of time, inability to read a standard clock

* **MEASUREMENT** 17
  Lack of knowledge or practice with basic measurement

* **PLACE VALUE** 18
  Problem understanding and applying the concept

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XI. MATH

What You Need to Know about Math

For the LD, learning mathematics can be like visiting a foreign country and encountering a new language. They have some familiarity with the vocabulary and can get by with the monetary system. Suddenly, no longer on their own turf, they are in a foreign "culture", presented with situations that are hard to understand, and impossible to remember. When they ask for help, explanations are given in the language they don't understand. After a while, not wanting to appear "dumb", they simply smile and nod, losing more and more, feeling more and more frustrated.

Many LD students experience similar frustrations as they encounter mathematics in elementary school. These children, for whom language and its symbolism present major problems, are asked to learn the "new" language of mathematics, to attach different meanings to symbols, to develop skills using these new symbols, and to integrate and apply these new skills to solve problems. Naturally, if the base "language" is not mastered, if each new concept isn't added with care, more advanced learning will prove difficult, if not nearly impossible.

And so it is that we find students in our ABE classes who have experienced years of failure with math, do not know basic facts, cannot remember sequences for computation, lack understanding of basic concepts, and do not have adequate problem-solving tools. Along with their sense of failure and frustration they bring multiple learning problems that necessitate explicit teaching to all modalities. For this reason, the teacher should present new concepts as concretely as possible, moving gradually to the more abstract. Most important is to emphasize that the process involved in getting to the answer is more important than the answer itself. This will help quell fears of being wrong and encourage the students to use errors as learning tools.

THE MATH NOTEBOOK

Students need to feel a sense of ownership and control of this new mathematics language and the way it works. This can be fostered with the creation and use of a "guidebook" (math notebook) for the new language. Well organized math notebooks can address organizational skills, memory problems, concept understanding, vocabulary and many other learning difficulties.

Suggest a three-ring binder so the student can rearrange and expand sections, add completed papers, worksheets and visual aids. Guide the students in writing their own explanations and drawing their own visual aids. Explicit instruction in "when and how" to use this learning tool will move the students toward solving their math difficulties independently.

The notebook might be arranged as follows:

EXAMPLE

MATH NOTEBOOK

TABLE OF CONTENTS

PAGE

Number Facts 1

Vocabulary, including symbols 2

Computation 3

Problem Solving 4

Other (measurement, using calculators, estimating, fractions, decimal concepts, etc.) 5

The following strategies can serve as a basis to this notebook, however the specific techniques should be chosen and developed with the individual's learning style in mind.

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Strategies for Concepts

1. Teach vocabulary, including math function words or phrases specific to the concept. Use:
   - * manipulatives to illustrate
   - * visuals
   - * kinesthetic experience **(See VOCABULARY XI. 4)**
2. Link new concepts to the known or familiar, to everyday situations and to concepts the students have already mastered. Example: decimals linked to money; fractions linked to pizza pieces.
3. Use manipulatives, concrete presentations of new concepts combined with verbalization and written modes: student sees a set of 2 and a set of 3; writes and says "2 plus 3 is 5." Student responds to 3 + 2 with manipulatives and verbalizes "3 and 2 are 5, 3 plus 2 are 5."
4. Use visuals from the text and/or designed by students.
5. Facilitate visualization, formation of a meaningful mental picture.
6. Have the students rephrase the concepts in their own words.
7. Model the reasoning process ("thinking aloud") when using the concept.
8. Have the students practice the concept to automaticity.
9. Model reasoning in the estimation process.
10. Use a Jeopardy Game format: have the students pose questions in response to the teacher's "answers" about the concept.

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Strategies for Vocabulary

1. Teach math **vocabulary** before teaching math **operations.** Students provide examples; all are entered in math "notes".

2. Use kinesthetic reinforcement with manipulatives or act out concepts such as "before" and "after". For example, have students in line or even on a life-size number line illustrate before and after, primary/secondary; two students: "a couple"; a small group of students: "a few", etc.

3. Teach symbol/word correspondence explicitly. Micro-unit: teach one word and its symbols at a time:
   - Have students verbalize number sentences: see and say "eight divided by four". **(See GRAMMAR/SYNTAX XI. 14)**

   - When a number process is indicated by symbols, have students write out the numbers and processes. See 8 -- 4 and write "eight divided by four".

   - Have students practice differentiating among the symbols: "Which says eight divided by four?" 8 - 4 or 8 -- 4

   - Have students trace with pencil or finger while verbalizing. Using a glue stick makes symbol more "tactile".

4. Relate math terms to "everyday" language: "It got colder" (negative); "She won $500" (plus, positive, addition), etc.

5. Use manipulatives and visuals to illustrate words: four groups of three to illustrate four **times** three.

6. Post "key" words for the four basic operations for students to refer to and gradually learn.

KEY MATH WORDS

Addition: add, all together, and, both, combined, in all, increase, more, plus, sum, total

Subtraction: subtract, change (money), decrease, difference, left, less than, more than, reduce, remain, remainder or remaining, smaller, larger, farther, nearer, take from

Multiplication: in all, of, multiply, product, times (as much), total, twice, whole

Division: average, cut, divide, each, equal pieces, every, one, split

XI. MATH

Strategies for Retention of Facts

1. Facts must be understood. The concepts underlying the facts must be understood in order to be remembered.
2. Use manipulatives to help the student go from concrete to abstract.
3. Help the student discover patterns.
4. Help the student develop charts for personal use.
5. Teach how to "figure out" the fact if memory fails.
6. Chunk facts (micro-unit with the easiest to learn first, such as 2's and 5's times table). Work on one chunk at a time such as: pairs that add to 10, or the 6 tables. Link to what's already learned, especially using commutative principle.
7. Have students do memory work using flash cards. Have them
   - verbalize while tracing facts
   - close eyes, visualize and verbalize
   - write without looking
   - repeats, repeats, etc.
8. Have the student do written drills.
9. Tape chunked facts. Such as: a times table, number facts. Pause before supplying the answer to allow for the student to answer. In this way the student gets immediate feedback.
10. Use computer drills, such as Milliken, et al. **(See BIBLIOGRAPHY)** Create your own drills for the student.
11. Intersperse "chunked" problems with others on a page. The student crosses out those not chunked, solves chunked:

15 sums

7 + 8 9 + 6 10 + 5

9 + 4 =_____ 8 + 7 =_____

9 + 6 =_____ 5 + 2 =_____

2 + 3 =_____ 10 + 5 =_____

12. Have the student learn new facts to automaticity before presenting new ones.
13. Teach explicitly the relations between addition and subtraction, multiplication and division.

14. To promote self-monitoring and motivation: have the student write all facts on a page. Cross out those learned to automaticity. The rest may be referred to, but the student should learn a few at a time.

15. Use games: "Jeopardy", where teacher gives the answer and student replies with number fact.

16. Review (spiral learning).

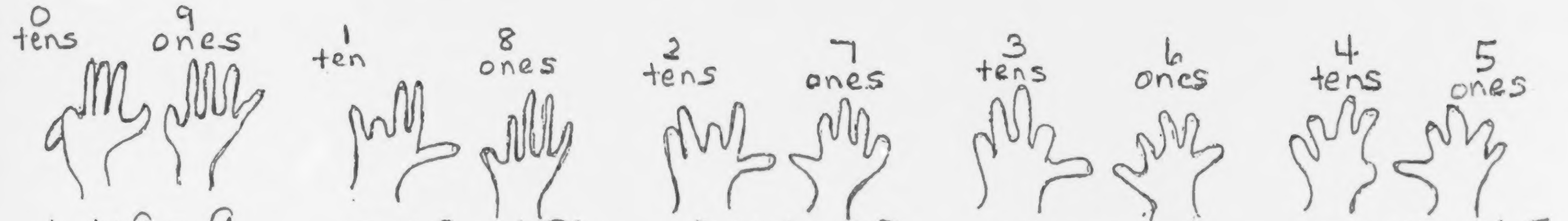
17. Have the students use calculators.

18. Use flashcard games such as "war" and concentration to develop memory.

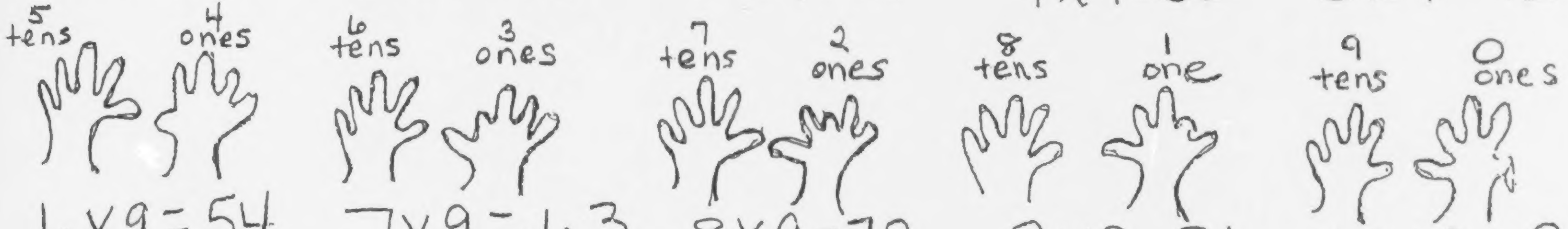
19. Teach students the 9's trick for multiplication: a finger system giving visual representation for the 9's multiplication table. **See next page.**

20. Use timed drills, repeated fact worksheets designed to teach memorization to automaticity.

The 9's Trick


0 tens
9 ones
1 ten
8 ones
2 tens
7 ones
3 tens
6 ones
4 tens
5 ones

1 x9 = 9 2x9=18 3x9=27 4x9=36 5x9=45


5 tens
4 ones
6 tens
3 ones
7 tens
2 ones
8 tens
1 one
9 tens
0 ones

6x9=54 7x9=63 8x9=72 9x9=81 10x9=90

Use your hands as a calculator. Moving from left to right, your fingers indicate the number you are multiplying by 9.

Read the answer in the following manner: the tens' place is always before the finger that is placed down. The ones' place is to the right of the finger that is placed down.

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Strategies for Retention of Concepts

1. The student must understand a concept to remember it.

2. Link new material to previously learned concepts.

3. Teach to more than one modality. Use:
   - manipulatives
   - visual aids
   - reverbalization
   - visualization
   - reading
   - writing
   - listening

4. Have the student generate examples of the "new" concept.

5. Have the student take notes, use a tape recorder, cards, notebooks.

6. Review frequently, use spiral teaching.

7. Teach to automaticity.

XI. MATH

Strategies for Sequencing

1. Teach "sequencing" vocabulary such as "before", "after", "now", "later", "yesterday", "tomorrow", "first", "second", "next", "last", etc.
   (See VOCABULARY XI. 4)

2. Micro-unit each computation step to automaticity before going on to the next step.

3. For multi-step processes, write out a sequence of steps for student to refer to
   Example: Division:

   1.) -÷- (divide)
   2.) x (multiply)
   3.) - (subtract)
   4.) compare
   5.) bring down

   * Entered in notebook with examples

4. Use visual aids such as charts, flow charts, number lines, etc.

5. Micro-unit word problems:
   - begin with 1-step, to automaticity
   - increase to 2-step, etc.
   - student identifies and lists steps before solving

6. Have the student restate the problem in her or his own words.

7. Assist students in using manipulatives to practice multi-step problems. This helps them to move from the concrete to the abstract.

8. Have the student follow an outline of solution steps
   (See WORD PROBLEMS XI. 9)

9. Teach the student to subvocalize oral or printed sequences.

10. Have the student use a calculator for "long" computations.

Strategies for Word Problems

1. Make sure the reading level of word problems is not higher than the students easy reading level.

2. Check the student's understanding of key words (**See VOCABULARY XI. 4**)

3. List "key" words for the four basic operations.

4. Begin with the concrete.

5. Teach estimation to determine reasonableness of answers. Model reasoning for this purpose.

6. Post and write the steps to problem solving in notebooks such as:

   PROBLEM SOLVING STEPS:

   A.) Read carefully
   B.) Picture what is happening
   C.) Draw a picture or use objects if this helps
   D.) Ask yourself what is being asked for
   E.) Do the computation
   F.) Check to see if your answer is reasonable

7. Model problem solving using "steps", a task analysis procedur

8. Move from the known, and the easy to new, harder work. Begin with familiar situations, small numbers, short problems.

9. Teach sequencing:

   - Make sure the student understands the concepts of "before" and "after".

   - Have the student list the steps necessary before solving

   - Have the student restate multi-step problems in own words

   - Use cue numbers beside the problem for multi-step problems.
     Step 1
     Step 2
     Step 3

   - **See Sequencing**

10. Encourage the student to visualize and rephrase the problems.

11. Have the students "act-out" situations.

12. **Make problems relevant by using classroom situations, and students' own "life" problems, such as checkbooks, budgeting, figuring tips, reading schedules, etc. Have the class or individual compose and solve the problem.**

13. Use teacher provided or student generated visuals, such as pictures and charts, for problem solving. Have students describe them. This needs to be modeled first by teacher.

14. To reduce the fear of giving the incorrect answer, have the student tell steps necessary to solve the problem without solving it. Emphasize the process, rather than the solution.

15. Present problems with incorrect answers and correct answers: student uses estimation to guess which are incorrect and solves.

16. Check student work for either correctness or process as the primary focus.

17. Provide problems with too much or too little information. Have the students tell what's needed, what's not needed.

18. Provide a set of data and have the student write and solve their own word problems. Then have them give the problems to others to solve.

19. Provide data and an answer, then have the student write an appropriate problem.

20. Provide problems and ask the students to come up with different ways to ask for a solution.

21. Provide cloze exercises in which student supplies missing word(s) to complete the word problem i.e.:

    Max needs $425 to take a course at the Community College
    He has $250. How much ______ does he need?

22. Problems that are stated in the negative, or double negative, must be translated.

    Example:

    (A) Kim never had less than $5.00 in her wallet. She wanted to rent a $3.00 video and buy popcorn for 1.85. Would she have enough money for both?
    TRANSLATION: Kim always had $5.00 in her wallet.

    (B) Jim did not save less than Larry.
    Larry did not save less than Bob.
    The largest amount saved was $7.00. Who saved it?
    TRANSLATION: Jim saved more than Larry. Larry saved more than Bob.

XI. MATH

Strategies for Attention to Detail

1. Micro-unit the teaching. Have the student practice one step at a time to automaticity.
2. Encourage the student to work slowly.
3. Have the student proofread, using a personal checklist to check the work (self-monitor). Have student also highlight symbols, key words, and directions as needed.
4. Guide the student's note taking.
5. Have the student restate information.
6. **See ISOLATING/DISCRIMINATING SYMBOLS ON A PAGE, WITHIN A PROBLEM XI. 13**

XI. MATH

Strategies for Positioning and Interpretation of Numbers and Concepts in Space

1. Teach vocabulary using tactile and kinesthetic experience of "space" word: "above", "top", "bottom", "over", "under", "left , "right", etc. **(See VOCABULARY XI. 4)**

2. Use manipulatives, especially for shape discrimination, fractional parts; go from the concrete to the abstract.

3. Facilitate visualization, moving from the verbal, visual, tactile, kinesthetic to the visualized: fractions, geometric shapes.

   Example: Concept-one half

   VERBALIZE: "If I have two cookies and give you one, I've given you one half of my cookies."

   VISUAL: Next, draw this on the board and erase one cookie.

   TACTILE: Then the student may use manipulatives to practice the concept.

   VISUALIZATION: The student is asked to visualize the concept in different contexts - half a pizza, half-way home, half correct, etc.

4. Have the students use graph paper or lined paper turned sideways to write numbers, columns.

5. Have the students fill "blank" spaces with zeros:

```
22
03
57
--
```

6. Have the students highlight columns with different colors.

7. Provide worksheets, rather than having the student copy.

XI. MATH

Strategies for Isolating, Discriminating Symbols on a Page, and Within a Problem

1. Have the students highlight or circle number process symbols:

   $\div$, +, -, x

2. Have the students use cover or slider to isolate problems on a page, sections of a page, columns or "embedded" problems such as subtraction within division.
3. Circle numbers **of** the problems to differentiate from numbers **within** the problems.
4. Have the students highlight different columns in different colors.
5. Have the student verbalize the problem.
6. Have the student verbalize the embedded parts of computation, such as subtraction within long division.
7. Provide worksheets, rather than having the student copy.
8. Cut worksheets into thirds or fourths to be done a piece at a time to decrease the number of symbols that must be attended to.

XI. MATH

Strategies for Grammar/Syntax

1. Have the student rephrase problems in numbers and in words. i.e:

$$\begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array} \qquad 10 - 5$$

   "Ten minus five, ten take away five, five from ten, the difference between ten and five."

2. Have the student match integer number sentences with word number sentences - See above.

3. Have the student verbalize while writing number sentences:

   $8 \div 2$ - "eight divided by two"

4. Have the students write their own word problems **(See WORD PROBLEMS XI. 9 & VOCABULARY XI. 4)** using time, space, direction words.

5. Have the student rephrase word problems.

XI. MATH

Strategies for Estimation/Reasonable Solutions

1. Teach rounding numbers.

2. Give estimation practice using rounding to the largest place value.

3. Teach the students to check answers using estimation.

4. Start with easy problems. The student tells whether the answer will be smaller or larger than the numbers within the problem.

5. Provide estimation practice in "real life" situations: money, checkbook, food, gas, time, etc. with a discussion of the importance or unimportance of precision in various circumstances.

6. Model the reasoning used to obtain an estimated answer, thinking out loud. After several modelings, have students try it.

7. Present a calculation or word problem answer and ask if it is reasonable.

8. Present a calculation with two different answers, asking student which is reasonable. Start with one being very unreasonable and one reasonable. Gradually work toward their being less far apart.

```
 130          130
x  4         x  4
----         ----
  72          520
```

XI. MATH

Strategies for Time Concept/Clock

1. To instill a sense of time; Use a standard clock with raised numbers, minute divisions, and an uncovered face for tactile, kinesthetic reinforcement if possible.

2. Discuss and use visual presentation on the clock of time concepts: hour, 1/2 hour, noon. Equate with things that can usually be done in that amount of time: T.V. shows, work day (9-5), lunch hour (12-1). Discuss the hours when daily events take place: getting up, eating, going to school or work, going to bed.

3. Use calendars and timelines to teach longer periods of time: between student birthdays, holidays, the school year, weeks, months, seasons, etc.

4. Teach the seasons of the year as representing one quarter of the year each. Teach what months fall within each season.

5. Use calendars to teach "time" words and phrases such as "earlier", "later", "ago", "before", "since", "during", etc. **(See VOCABULARY XI. 4)**

6. Have the student estimate how long it would take to do something: walk down the hall and back, do a worksheet, etc. Then check the answer using the clock.

7. Have the student draw a clock writing all minutes, 1-60.

8. Have the students practice counting by 5's and 10's with clock.

9. Explicitly teach time telling on the standard clock as well as illustrations of "standard clock language" e.g. "quarter after five, ten to six, twenty after three," etc. to automaticity.
   Student:
   - verbalizes
   - moves clock hands
   - writes on worksheets relating "standard" clock language to digital: "quarter of seven = 6:45"

10. Explain how we get 3-22-95 as a short hand for March 22, 1995.

11. Have the students generate sentences using temporal expressions as answers to teacher questions: "I've been married for ten years."

12. Have the students generate questions using temporal expressions, ask each other or the teacher: "How long does it take you to drive to school?" "What is your birthdate?" "November is what month?"

XI. MATH

Strategies for Measurement

1. Illustrate how measurement is used in everyday life.

2. Provide practice with manipulatives:

   - rulers
   - yardsticks
   - measuring cups
   - pint bottles
   - quart bottles -- liter bottles
   - 1/2 gallon bottles -- 2-liter bottles
   - gallon bottles
   - scale

3. Have the students practice estimation of linear, liquid, solid measure and checking.

4. Have the students practice estimating distances. Relate the practice to the known: "here to the nearest gas station", use odometers and pedometers to check estimates.

5. Provide practice with word problems using measurement, either student or teacher generated.

6. Teach the use of map scales.

XI. MATH

Strategies for Place Value

1. Use place value sticks as manipulatives. Groups of tens are bundled etc. to vividly illustrate the relationship between the place value and the written numeral.

2. Use graph paper or the vertical drawing of lines to separate numerals in math problems to aid in correct alignment of numerals and in answers.

```
     4| 3| 2| 1
 -   3| 9| 2| 0
   ---+--+--+----
      |  |  |
```

3. Highlight mathematical columns to aid in correct alignment of numerals in answers.

```
  Red Tan Blue Green
    1 2 3 4
  + 5 6 7 8
  ---------
    6 9 1 2
```

4. Use a color-coded number line to visually illustrate the pattern that exists concerning place value in the procession of numbers.

5. Have the student write numerals 1 - 100 and beyond following the pattern below as a visual aid to assist in understanding the concept of place value

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6. Use 10 - frames to teach concept of place value

1 group of ten

2 ones

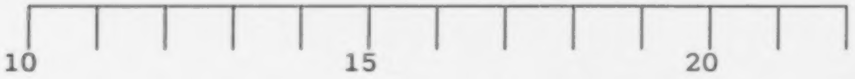
The number 12

7. Use color coded manipulatives and corresponding colored markers and graph paper as an activity to clarify understanding.

XI. MATH

Strategies for Money

1. Conduct an informal mathematical assessment to determine if any prerequisite skills need to be addressed: coin discrimination, equivalent values, and counting coins.
2. Set up a classroom store where school supplies can be purchased using real money for practice in making change.
3. Play Monopoly.
4. Have the student use a number line placing to count-up.



5. Teach the student to make change by counting from the price of an item up to the amount tendered.

SECTION XII
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XII. ORAL LANGUAGE

What You Should Know About Oral Language

TERMINOLOGY:

Phonology: Phonemes, the smallest units of the sound pattern of a language

Semantics: Meaning at the level of single words, and word combinations:
- **Lexical semantics:** intentional and extensional meanings
- **Relational semantics:** relationships between words

Syntax: Rule system that defines how words may be combined into larger meaningful units - sentences

Morphology: Morphemes, smallest units of language that have meaning; morphology referred to as "word-grammar

Discourse: Language beyond the individual sentence, to all levels of complexity

Pragmatics: Language in social/conversational context, appropriate communication

Metalinguistics: Understanding how language works

Oral Language difficulties may occur in receptive, expressive, or integrative language manifesting as difficulty with perceiving and understanding the spoken word, with associating heard language with past experience, and with expressing one's self through speech.

Oral language problems are not speech disorders. Speech disorders include disorders of voice (volume, pitch, rate, or fluency), rhythm disorders and stuttering. However, individuals with severe articulation problems have a higher rate of reading difficulty and individuals with reading disability show a higher rate of articulation difficulty than do non-disabled readers.

Because oral language forms the base for reading and writing, problems with oral language almost assuredly mean reading and writing difficulties.

RECEPTIVE LANGUAGE

Receptive Language is taking in and understanding a message. The message may be given by spoken or written words, or by nonverbal language: signs or sounds, or body language. Definitions of receptive language overlap with descriptions of auditory perception, auditory processing, and integrative language. It is clarifying to think of receptive language as a series of back and forth steps. The perceiving, processing, and integrating of auditory information operate simultaneously. While one stimulus is being integrated, another is being taken in.

RECEPTIVE ORAL LANGUAGE PROBLEMS are defined as difficulty in comprehending the meaning of what is said, although it is heard perfectly well. There is a failure to associate the spoken word with objects, actions, qualities, feelings, experiences or ideas. Receptive problems are:

Phonological Difficulties:
- Poor phonological awareness; lack of appreciation of the distinctiveness of individual sounds making up the language. **Words are experienced as one chunk of sound, not as composed of several sounds. Phonemic segmentation is more critical to the development of reading than to learning to speak.**

- May misinterpret words and/or sentences, with resulting difficulty in comprehension. Problem surfaces when learning to read is the task.

Syntactic Difficulties:
- Difficulty understanding which noun a pronoun refers to
- Difficulty understanding which noun or noun phrase a subordinate clause refers to. ("My cat hissed at your dog which ran away." Who did the running?)
- Difficulty with passive tenses. ("Your dog was chased by my cat." Who did the chasing?)
- Difficulty with double negatives. ("My cat never fails to chase your dog." Does the cat chase the dog, or not?)
- Difficulty with embedded clauses. ("Your dog which my cat doesn't like quickly ran home." Who ran home?)
- Difficulty with who/what/where/when questions. May respond to a "when" question with a "where" answer.
- Difficulty understanding how meaning is effected by different prepositions and conjunctions. (until/unless, although/because, yet/thus etc.)
- Difficulty with more syntactically sophisticated utterances.

Morphologic Difficulties
- Fails to grasp significance of prefixes, suffixes, tenses.

Semantic Difficulties
- Limited vocabulary
- New words are difficult to learn
- Imprecise word meanings
- Slow to associate meaning with a known word
- Over-literal in interpreting meaning; little elaboration
- Shades of meaning are not appreciated
- Multiple meanings for the same word are difficult
- Difficulty thinking about contexts in which new words may be used.

Discourse Difficulties
- Failure to recognize or make use of structural clues such as the temporal sequence of a narrative, or a list, comparison, or argument in an exposition.
- Failure to integrate what is heard with past experience, thus has difficulty understanding associations such as relationships and analogies

- Difficulty in recognizing, thinking, or expressing themselves in terms of relationships among concepts such as : opposites, cause/effect, time/space relationships, number/space, part/whole, tool/user/product, sequential order, etc.
- Difficulty understanding or making analogies, puns, jokes, metaphors, generalizations, etc.
- Poor Pragmatics are an expression of integration difficulty: Difficulty seeing things from another's perspective, i.e. in knowing what needs to be explained, what is too simple for the audience etc.
- Social communication can be very affected by a poor grasp of pragmatics. This may be connected to nonverbal difficulty. One symptom is inability to respond to nonverbal cues such as body language, facial expressions.

INTEGRATIVE ORAL LANGUAGE involves:
- understanding words as symbols
- organizing information verbally
- forming generalizations
- categorizing
- making associations to past knowledge
- thinking

INTEGRATIVE ORAL LANGUAGE PROBLEMS include:

- Difficulty in recognizing, thinking, or expressing oneself in terms of relationships among concepts such as: opposites, cause/effect, time/space relationships, number/space, part/whole, tool/user/product, sequential order, etc.
- Difficulty understanding or making analogies, puns, jokes, metaphors, generalizations, etc.
- Poor Pragmatics are an expression of integration difficulty: Difficulty seeing things from another's perspective, i.e. in knowing what needs to be explained, what is too simple for the audience etc.
- Social communication can be very affected by a poor grasp of pragmatics. This may be connected to nonverbal difficulty. One symptom is inability to respond to nonverbal cues such as body language, facial expressions.

EXPRESSIVE LANGUAGE

Expressive language is the communicating of a message. It may be through spoken or written words, or by nonverbal language: signs or sounds, or body language. Nonverbal is a developmental precursor to verbal language in the case of children. In adolescents and adults it is a continued normal aspect of language behavior.

EXPRESSIVE ORAL LANGUAGE PROBLEMS are defined as difficulty expressing one's self through speech. They include:

Phonological Difficulties:
- Mispronunciation because of auditory misperception: "Fir

tree" pronounced "fern tree" or feeling "flustrated".

Syntactic Difficulties:

- Difficulty organizing words or expressing ideas in complete sentences
- Failure to use connecting words to combine sentences in a narrative.
- Frequent grammatical errors
- Syntactically simple and abbreviated utterances.

Semantic Difficulties:

- Difficulty selecting and/or retrieving words; this is believed to be a problem of auditory memory.
- Overuse of a limited number of words

Discourse difficulties

- Limited ability to put ideas into words; abbreviated output
- Much circumlocution: difficulty organizing thoughts into a logical sequence.
- Difficulty revising, clarifying, summarizing what was said
- Excessive cognitive simplification of expression: weakness in ability to elaborate. (Where did you go? Out)

GENERAL RESPONSE TO ORAL LANGUAGE DIFFICULTIES

- Let affected students know you are aware that oral language is difficult for them. Be as specific as possible about areas of weakness and strength. Consider with the student what is interfering, and what you both can do to work on it.

- Initially, simplify or otherwise modify student tasks in order to insure success. Gradually build on the successes incorporating more complex material or material that is more difficult because it impacts the student's areas of weakness.

Strategies for Auditory Perception-Auditory Discrimination

1. See Teaching Strategies Notebook I, Section V: Basic Reading

2. Help student connect sounds with placement of lips, tongue, breath. (Several authors have systems and materials: Lindamood-Bell; Cohen and Schiller,(Form-A-Sound Cards, Ideal ducational Equipment Co. 20 W. Armat St., Philadelphia PA, 19144; Gerber)

XII. ORAL LANGUAGE

Strategies for Receptive Language

1. Develop a signal system so the student will have a face saving way to indicate a problem understanding.
2. Make sure student is attending before teacher speaks.
3. Be prepared to repeat, reword, and/or simplify.
4. Slow the pace of speech, pause at clause/ phrase boundaries.
5. Speak in short sentences. Keep sentences simple.
6. Pause after each unit of important information to allow slow processors to catch up.
7. Limit oral output, making the essential points first, before there is auditory "overload".
8. Important points should receive strong intonation. Tell student what points are important.
9. Teach organizational cue words : i.e. "The first point", "a key point", " in summary".
10. Teach temporal ordering cue words: Put cue words: after, before, when, then, finally, later, next, first, last, second, third etc., on cards. Have student select word cards and use them in sentences.
11. Have them identify "Which comes first", in temporally ordered sentences i.e. "After we went to town, we ate lunch."
12. If explanations must be lengthy, break them into segments with a visual, or an activity in between.
13. Provide visual reinforcement: simple pictures, diagrams, writing.
14. Teach visualization. Visualized oral material is more likely to stick in memory.
15. Allow ample "wait time" for question asking or answering.
16. Have students create their own dictionary of needed words.
17. Have students do word mapping. It helps develop semantic networks.

18. To aid comprehension monitoring, have students use a notebook in which they record anything they don't understand, for later clarification with the teacher.

19. Use cloze exercises to aid understanding at the sentence level. This is useful for many areas of weakness.

20. Encourage audio tape recording of important material.

21. Provide written handouts of important oral material.

22. See Teaching Strategies Notebook I, VII: Reading Comprehension

XII. ORAL LANGUAGE

Strategies for Integrative Language

1. See also YALD Teaching Strategies Notebook, Section on Reading Comprehension.

2. Practice categorizing with student. Change attribute to be categorized in a group of items, i.e. a group of animals could be categorized on the basis of how many feet they have, whether or not they have tails, or fur, their color, whether they are herbivores or carnivores etc.

3. Explicitly teach and provide practice in: opposites, cause/effect, time/space relationships, number/space, part/whole, tool/user/product, sequential order, etc. Start with concrete examples.

4. In teaching analogies, metaphors, fables, proverbs etc. break the analysis into several steps, i.e. start at the concrete/literal level; describe the physical qualities; list similarities/differences; go through the literal action, i.e "Don't lock the barn after the horse is stolen." "What does it mean?" "There is nothing left to steal, so there is no point in locking the barn." "How would you feel?" "Bad." "Why?" "The barn should have been locked. It would have kept the robbers out." "Yes, so the lesson to be learned is...?" "Make sure the horse is taken care of." "Could this be applied to other situations?" "Take care of your things before anything happens; it won't do any good afterward."

5. Read aloud a brief vignette. Have the students supply an ending to it choosing a literal or a figurative ending meaning the same thing. Discuss how the visual/emotive picture from the figurative language gives it power.

6. Have students collect similes, metaphors from advertisements.

7. Explicitly teach syntax, word order.

8. Provide practice for syntax and word order through the use of cards on which sentence parts may be written and manipulated. Discuss how meaning is changed.

   - Have student rearrange cards to change sentence meaning

   - Add phrases, clauses in order to create sentence complexity, and/or to illustrate temporal order.

   - Have students match several cards on which "if" or "when" clauses have been written with an equal number of "then" clause cards, i.e. If a ball is dropped -then gravity pulls it to earth.

- Connect two conjoined sentences on cards with a variety of conjunctions also on cards: thus, nevertheless, furthermore, in spite of, although, on the contrary, subsequently, however, accordingly, in addition to, not only/but also, unfortunately.
  (Conjoined sentence: We worked overtime./We were not paid for it.)

9. Teach the use of semantic organizers. Have students create a semantic map or web of an object, a situation, or of an abstract concept.

Strategies for Expressive Language

1. Provide ample opportunity for oral expression. For the very anxious student, it may be conversation between student and teacher.

2. Know your student's interests and areas of expertise, and use these to encourage oral expression.

3. Give advance warning of what oral production will be required. ("Tomorrow we will be discussing.... and I am going to ask your opinion on ...."

4. If immediate response is required (without advance preparation), the teacher can ask questions that may be answered minimally, with one or two words.

5. Provide opportunities for non-linguistic modes of expression: tape recorded interviews, art, creating a story through cartoons. These can also be used to aid oral language, i.e. explaining a cartoon story.

6. Have students map or web an activity requiring sequencing (simple - changing a tire; more complex -planning a camping trip).

7. To increase appreciation of multiple meanings of words, give students several meanings for the same word, then have them generate a sentence for each meaning.

8. Read a sentence; have students substitute one of the common words in it with a more sophisticated or colorful synonym from a list of choices, i.e."We walked home". - "We strolled home."

9. To give practice in summarizing, start by making a statement. Have students repeat the statement, then paraphrase it. Then have them summarize three statements. Have them summarize a short story read aloud.

10. Give students a framework of questions around which to make a presentation: "What happened?", "When did it happen?", "Why did it happen?". The response may be only one sentence per question at first.

11. Encourage daily writing, such as keeping a journal, writing stories etc.. It will strengthen oral language too.

APPENDIX

Spelling Rules

Syllabication Descriptions and Sample Exercises

Bibliography

SPELLING RULES AND GENERALIZATIONS

Rule 1. Doubling At the End of a One Syllable Word

If a one syllable word with one vowel, ends with one consonant, and that consonant is -f, -l, or -s, **double the -f, -l, or -s.**

Example: hill, well, miss, chess, puff, off

Exceptions: yes, his, is, us, bus, gas, gal, pal, if
(Sometimes other words double: buzz, egg, add, mitt.)

Rule 2. Spelling the Sound of /k/

1. **USUALLY USE C.** Use -c to spell the /k/ sound **UNLESS THERE'S A REASON NOT TO.**

   Example: cat, crab, picnic

2. **Use -k** when the /k/ sound is directly **followed by -e, -i, -y.**
   Example: kept, king, risky

3. **Use -k** when the /k/ sound is at the **end of a one syllable word.**

   Example: bask, milk, dunk

4. **Use -ck** when the /k/ sound comes directly **after a short vowel at the end of a one syllable word.**

   Example: ack, eck, ick, ock, uck
   pack, deck, wick, hock, luck

5. In **multisyllable words**, when the /k/ sound comes between a short vowel and another vowel, **double the** -c if the next vowel is -a, -o, or -u. This creates distance between the two vowels and keeps the first vowel short.

   Example: raccoon, stucco, tobacco, succulent

6. In **multisyllable words**, when the /k/ sound comes between a short vowel and another vowel, **use -ck,** if the next vowel is -e, -i, or -y. -ck must be used instead of -cc to separate the vowels, since the -e, -i, or -y following it would turn the second -c to /s/.

   Example: bucket, pocket, chicken, mackerel

Advanced Concepts:

7. In words of **Greek** origin, use **-ch** to spell the /k/ sound.

   Example: Christmas, chemistry, psycho

8. In words of **French** origin, **use -qu** (usually -que) to spell the sound of /k/.

   Example: antique, picturesque, unique, mosquito

Rule 3. Spelling the Sound of /ch/

1. **Usually use -ch.**

   Example: chop, pinch, mulch, chum

2. But **use -tch** when the /ch/ cound comes directly **after a short vowel.**

   Example: match, hitch, botch, hutch

Advanced Concepts

3. Occasionally, **-tu** is used for the /ch/ sound. This happens when the word stem ends with t, and u either begins the suffix or connects the suffix.

   Example: picture, spatula, factual

Rule 4. Spelling the /j/ Sound

1. **Use -ge** when the /j/ sound is at the end of a word.
   Example: large, rage, hinge

2. **Use -dge** when the /j/ sound comes directly after a short vowel,
   Example: badge, hedge, ridge, lodge, budge

3. **Use -j** when the /j/ sound is followed by -a, -o, or -u.

   Example: jam, jolly, jug

4. When the /j/ sound is followed by -e, -i, or -y, it is **often** spelled with **-g.**

   Example: gentle, gin, Gypsy

   Exceptions: Words using the Latin stem ject, meaning to throw or hurl, have -j followed by -e. And a few other words also.

Example: project, inject, reject jelly, jet

Advanced Concepts

5. When you HEAR /ij/ at the end of a multisyllable word, it usually will be spelled **-age**, (from the French).

Example: courage, postage, cottage, marriage

6. When the last letter of the word stem is **-d**, followed by **-u** as a connective or a suffix, the result is **-du** sounding like /j/.

Example: individual, schedule, graduate

Rule 5. The long /e/ Sound at the End of a Multisyllable Word

The long /e/ sound at the end of a multisyllable word is **usually** spelled with a **-y.**

Example: happy, funny, candy

Only a **few** words end in **-ey.** The most common of these are these words ending in:

-key: key, donkey, hockey, jockey, monkey, turkey, whiskey.

-ney: attorney, money, honey, journey, chimney, kidney,
-ley: alley, galley, pulley, trolley, valley, volley, barley, parsley,

SUFFIX SPELLING RULES: 6-17

Rule 6. The Y Rule When Adding Suffixes

When a base word ends in a **consonant + y, change the -y to -i** when **any** suffix is added.

Example: silly - silliness happy - happier

Exceptions: There are two exceptions to the -y in the base word changing to -i:

1) When the -y is part of a **vowel pair**, it is not changed to -i.
Example: boy - boyish play - played

2) If the **suffix begins with -i,** (ist, ish, ing) the -y in the baseword does not become -i because that would put two -i's together. This does not happen in English, except for the word skiing.

Rule 7. Spelling Plurals

1. **The most common way to show more than one of a thing is to add -s.**

   Example: pens, cups, dogs, hats

2. **If you can HEAR the sound /ez/ at the end of the word add -es.**

   Example: benches, dishes, boxes

3. **If the word ends in -f, change the -f to -ve, and add -s.**
   Example: loaf - loaves wife - wives leaf - leaves

4. **If the word ends in -y, change the -y to -i and add -es.**
   Example: funny - funnies candy - candies

   Exception: If the -y is part of a vowel pair, then it isn't changed.

   Example: boy - boys day - days

5. Some plurals are irregular: children, men, women, mice. dice etc.

   Some words are the same whether they are singular or plural: deer, moose, dough etc.

Rule 8. The Doubling Rule Part I: Adding Vowel Suffixes to One Syllable (Closed or R-controlled) Words

In Closed or R-controlled one syllable words ending in one consonant, **double the final consonant when adding a vowel suffix.**

To insure that the vowel in the base word remains short or R-controlled, **there must always be 2 consonants separating the vowel in the base word from the vowel that starts the suffix. If not, the vowel in the suffix turns the preceding vowel long.** By doubling the final consonant of the base word, you create **distance between** -4-

the 2 vowels, and the vowel in the base word stays short or R-controlled.

Example: Vowel suffixes: -ing, -ed, -y, -est, -er,

slop + p + ing = slopping
(sloping isn't the word you want)

fur + r + y = furry
(fury isn't the word you want)

stir + r + ing = stirring
run + n + er = runner

stop + p + ing = stopping
drip + p + ed = dripped

milk + ing = milking
test + ing = testing
(milk and test have 2 final consonants, so doubling isn't necessary)

Rule 9. Base Words Ending in Silent e + Vowel Suffixes

When the base word ends in silent -e, **drop the -e** when a **vowel suffix** is added. The purpose of the silent -e is to turn the preceding vowel long. The vowel in the suffix does this job and the silent -e is no longer needed.

Example: save + ing = saving little + est = littlest

Exception: Don't drop the -e if the base word ends in -ce or -ge and the vowel suffix begins with -a, -o, or -u, because that would make the -c or -g hard.

Example: surgeon, noticeable

Rule 10. Consonants That Never End a Word

Neither -v, nor -j ever ends a word. -e is always added after -v to keep it from ending a word.

Example: have, save, inventive

At the end of a word, the sound /j/ is spelled with a -ge, not a -j

Rule 11. The Doubling Rule Part II: Vowel Suffixes Added to Multisyllable Words

Double the last consonant when adding a **vowel suffix** to a multisyllable word that ends in a **STRESSED** syllable that is closed or R-controlled and ends in 1 consonant.

Example: Note that the stress is on the **last** syllable.
admit + t + ed = admitted **propel** + l + er = propeller
forgot + t + en = forgotten **omit** + t + ing = omitting

Do not double if the word that ends in an **UNSTRESSED** syllable.

Example: Note that last syllable is **unstressed. visit** + ing = visiting open + ed = opened

Exception: Also double in words ending in -fit, whose meaning has to do with clothing or size. These are Anglo Saxon and are doubled even though the last syllable is unstressed.

Example: misfit + ing = misfitting
outfit + ed = outfitted

Rule 12. Consonants That Are Never Doubled

The consonants **-v, -j, -k, -w,** and **-x** are never doubled.

Rule 13. Choosing Between -cle and -cal As Endings

-cle and -cal sound exactly alike, however:

-cle is the end of a **noun.**

Example: the icicle, his uncle, the article

-cal is the end of an **adjective.**

Example: vertical drop, tropical paradise,
umbilical cord, practical solution

Rule 14. Choosing Between -fle and -ful As Endings

These two endings sound exactly alike, however:

-ful is a removable **suffix** meaning " full of".

Example: soulful = full of soul needful = full of need
-fle isn't a suffix; if removed, the word is lost

Example: stifle without fle = sti
baffle without fle = baf

Rule 15. Spelling the /e/ Sound Before a Vowel Suffix

If you **HEAR** long /e/ before a vowel suffix, it usually will be spelled with the letter **-i.** It is called the **connective i.** It connects the base word with a suffix.

Example: material, petunia, interior, luxurious

Rule 16. Spelling the /sh/ Sound Before a Vowel Suffix

When the **connective i** combines to make **-ci, -ti**, or **-si** the result is a **/sh/ sound.**

The /sh/ sound before a vowel suffix is not spelled with **-sh**, (unless the base word ends with -sh, as in fish).
It is spelled with **-ci, -ti, or -si.**

Since the sounds are exactly the same, if you don't remember the spelling, you must see which spelling looks right, or look up the word. Sometimes you can tell whether it will be -ci, -ti, or -si by going to a related word.

Example:	official,	partial,	gracious
	office	part	grace

Rule 17. Spelling the /shun/ Sound

The most frequent use of -ci, -ti, or -si is in the suffix sound /shun/. **/shun/** may be spelled **-cian, -tion, or -sion.**

Part 1.

-cian means a **person.** -tion and -sion don't

Example: musician, physician

Part 2.

A. **LISTEN!**

If you can **HEAR /ashun/** or **/ishun/,** the word will be spelled **-tion.**

Example: nation, ammunition

B. **LISTEN!**

If you can **HEAR /zhun/,** the word will be spelled **-sion.**

Example: decision, invasion, version

Part 3.

If you **don't HEAR** /ation/ or /ition/ or /zhun/, go to the **root word.**

A. If the root word ends in the sound /t/, use -tion.
Example: **eruption:** root word, erupt
pollution: root word, pollute

B. If the root word ends in the sound /s/ or /d/, use **-sion.**

Example: **tension:** root word, tense
expansion: root word, expand

Exception: Words with **mission** in them are spelled -**ssion** even though you can hear /ishun/, and their root word ends in /t/.

Example: permission, commission, admission

Rule 18. Choosing Between -ai and -ay for the Long /a/ Sound

Use **-ai** at the **beginning** or **middle** of a word.

Use **-ay** at the **end** of a word.

Example: aid, chair, grain
away, say, pray

Rule 19. Choosing Among -oa, -ou, and -ow for the Long /o/ Sound

-oa is the commonest spelling at the **beginning** or **middle** of a word.

Use **-ow** at the **end** of a word or if the /ow/ sound is followed by **one -l** or **one -n.**

When **-ou** is used it comes in the **middle** of a word. (It is often followed by -r, making the r-controlled /or/ sound, rather than the long /o/ sound.)

Example: oat, goal, foam
flow, slow, tallow
blown, grown, bowl
soul, though (four, court)

Rule 20. Choosing Between -au and -aw for the Diphthong Sound

Use -au at the beginning or middle of a word, sometimes with -gh.

Usually use -aw at the end of a word or if followed by one -l or one -n.

Example: August, naught, taught
jaw, flaw, fawn, crawl

Exception: words with awe in them: awesome, awful

Rule 21. Choosing Between -oi and -oy for the Diphthong Sound

Use -oi at the beginning or middle of a word.

Use -oy at the end of a word.

Example: oil, coin, loiter
toy, enjoy, deploy

Rule 22. Choosing Between -ou and -ow for the Diphthong Sound

Use -ou at the beginning or middle of a word.

Use -ow at the end of a word or if the /ou/ sound is followed by single -n, -l, -er, -el.

Example: out, couch, mouth
cow, brow, now
town, clown, howl, growl
cower, flower, towel, dowel

Exceptions: crowd, powder, chowder

Rule 23. The ie - ei Rule

Use i before e,
Except after c
Or when it sounds like /a/
As in neighbor and weigh

The usual sound for both -ie, and -ei is the long /e/ sound. In a very few words -ei has the long /a/ sound. Very rarely it may have the short /i/ or long /i/ sound.

Example: grief, believe, priest
receive, ceiling (after c)
vein, eight (long /a/)

Exceptions:

1. -ei Exceptions:
*long /e/ sound: either/neither, weird, protein, seize, leisure
*short /i/ sound: foreign
*long /i/ sound: height

Memory aid:
Neither of the weird foreign proteins was seized until the height of the epidemic.

2. -ie Exceptions:
These are words which have -ie following -c. This is a special case where -c is followed by a **connective i, which is followed by a suffix starting with -e. The -ci has the /sh/ sound.**
suffi-ci-ent, effi-ci-ent, profi-ci-ency, defi-ci-ent
an-ci-ent, spe-ci-es, con-sci-ence, gla-ci-er

Rule 24. Spelling the /z/ Sound

1. **Use z** at the **beginning** of a word.

   Example: zebra, zest, zinc

2. At the **middle** or **end** of a word, the /z/ sound can be spelled either with **-z** or **-s. -s is more common.**

   Example: music, chosen, clumsy, wisdom
   says, does, rise, was, has
   lizard, crazy, whiz

3. At the **end** of a **one syllable, short vowel word, -z** is usually **doubled.**

   Example: fuzz, buzz, fizz,

4. Otherwise, at the **end** of a word **-z** is **followed by silent -e.**

   Example: amaze, gaze, size, freeze

Rule 25. Spelling the /s/ Sound:

1. At the **BEGINNING** of a word, the /s/ sound can be spelled with **-s** or with **-c followed by -e, -i,** or **-y. -s** is by far the **most frequent** spelling.

2. **INSIDE** a word, if you hear the light, hissy sound of /s/, between two vowels, it will usually be spelled with **-c.**

   Example: recent, pacify, icicle, recess

3. At the **END** of a word:
   1) **-s** or **-es** are used:
      A. for plural endings

         Example: a million stars two branches

      B. to end verbs in the third person singular

         Example: He sings, she dances.

   2) **-ss** is used:
      A. at the **end** of one syllable, one vowel words.

         Example: mass, dress, kiss, toss, fuss

         Exception: us, bus, pus, is, his, yes, gas

      B. in the suffixes **-less, -ness, -cess,** and **-tress**
         " less, ness, cess, and tress
         always end in double ss"

         Example: thinness, hopeless, princess, distress

      C. **after short vowels** at the **end of multisyllable** words, where the **last syllable is STRESSED.**

         Example: confess, dismiss, address, discuss

3) **-ce** is the most common spelling for /s/ at the **end** of a word **after long, r-controlled,** and **diphthong** vowel sounds.

Example: face, force, choice, fence

4) **Either -s or -ce** are used **after short vowels** at the **end** of some words.

Example: focus, abacus, canvas, octopus
office, poultice, surplice, surface

Rule 26. Choosing Between -us and -ous as Endings

-ous is an **adjective** ending. **-ous is used much more frequently.**

Example: famous actor nervous bride enormous dog

-us is a **noun** ending.
Example: the focus, an octopus

Rule 27. Silent Consonants

Since the consonants are silent, the words must be memorized. However, the following patterns may help.

1. Perhaps the most common silent consonant words are: would, could, and should, where the **-l is silent.**

2. When a base word ends with **-stle,** the **-t is silent.**

   Example: whistle, jostle, castle, hustle

3. When a base word ends with **-sten,** or **-ften,** the **-t is silent.**

   Example: listen, glisten, hasten, often, soften

4. When the base word ends with **-mb,** the **-b is silent.**
   Example: lamb, comb, thumb, limb, plumber

5. In words where **-gn** either begins or ends a word, the **-g is silent.**

   Example: gnaw, gnash, gnome, sign, benign

6. When **kn-** begins a word, the **k- is silent.**

   Example: knot, knuckle, knee, knife, know

7. When **wr-** begins a word, the **w- is silent.**

   Example: write, wrist, wrench, wrestle, wrong

8. When the base word ends in **-ght,** the **-gh is silent.**

   Example: light, sight, ought, brought, thought, height, weight,

9. When the consonants **-gh** are together, funny things happen.
   - A. The **-h is always silent.**

     Example: ghetto, ghost, spaghetti, aghast

   - B. Sometimes the **-g is also silent.**

     Example: sigh, thigh, through, dough
   - C. Sometimes the **-gh** has the sound /f/.

     Example: rough, tough, cough

Rule 28. Possessives: Singular and Plural

1. Singular nouns:
   Possession or ownership is shown by adding an **apostrophe + s** to the **end** of a singular noun.

   Example: Singular Possessive
   the shirt's pocket
   the bus's driver
   the candy's flavor
   the child's name

2. To have a plural noun show possession, first make sure it is plural. Then add an apostrophe.

   When the plural is made in an irregular way, without any /s/ sound at the end, as in "children", then an -s is added after the apostrophe so you can **HEAR** that it is a plural possessive.

Singular	Plural	Plural Possessive
the shirt	the shirts	the shirts' pockets
the bus	the buses	the buses' drivers
the candy	the candies	the candies' flavors
the child	the children	the children's names

Rule 29. Contractions

When something contracts it gets smaller. In language, a contraction means that two words have been shrunk into one with some of the letters left out. The missing letters are signaled by an apostrophe. If you can return the word to its original components, and it makes sense in the sentence, then the word is a contraction.

Example: can + not = can't I + will = I'll

Tricky contractions:

1. **'s** can mean **is** or **has.**
   Example: What's wrong? What is wrong?
   What's happened? What has happened?

2. **'d** can mean **had** or **would.**
   Example: **I'd** like to know. I **would** like to know.
   I'd often asked. I **had** often asked.

3. **Will not** becomes **won't** when contracted.

4. A few contractions are homonyms: **it's, who's, they're,** See next section.

COMMON HOMONYM SPELLING PROBLEMS: 30-34

Rule 30. Past Tense Verbs

allowed - aloud
cored - cord
rowed - road
bored - board
discussed - disgust
bussed- bust
missed -mist
mussed - must
towed - toad

The words ending in **-ed** are past tense verbs. If a word shows action, and that action took place a while ago, then the word is a verb and often it will be spelled with **-ed** at the end, even though the final sound may be /d/ or even /t/ instead of /ed/.

Rule 31. Two, Too, To

Two is the number 2.

Too means **also,** or **more than enough.**
Memory aid: "Too" also has more than enough o's.

To is the remaining one. It is the one that is used the most. (It is used as part of a verb or as a preposition.)

Example: To be or not to be, that is the question.
Come to the fair.

Rule 32. They're, There, Their

They're is the contraction for **they are**. Can you substitute "they are" for "they're" in the sentence?

Example: They're always late. They are always late.

There indicates location. It means "in that place" and has the word "here" in it. Can you substitute **here** for **there** and still have it make sense?

Example: There is a storm coming.
Here is a storm coming.

Their indicates ownership.

Example: Their hats covered their heads, and kept their ears warm.

Rule 33. Whose, Who's

Who's is a contraction of **who is**. If you can substitute "who is" in the sentence, then it will be spelled who's. Occasionally, it is the contraction of **"who has"**.

Example: Who's on first? Who is on first?
Who's got the bat? Who has got the bat?

Whose asks about ownership. It asks "to whom does something belong:

Example: Whose baseball glove is that? To whom does that baseball glove belong?

Rule 34. It's, Its

It's is a contraction of **it is**. Can you substitute "it is" in the sentence? Then use it's.

Example: It's late. It is late.

Its indicates ownership.

Example: Its bark is worse than its bite.

A SYLLABLE

* is the beat of a word - must have a vowel in it *

SYLLABLE TYPE 1
THE CLOSED SYLLABLE

has 1 vowel - ends with a consonant - vowel has a short sound

The number of consonants at the beginning or end does not matter: at cats stack scratch

String syllables together.

hubcap....hub cap....2 closed syllables

Atlantic....At lan tic....3 closed syllables

The word is broken into its syllables where there are two consonants separating two vowels. One consonant goes with the first syllable; the second consonant goes with the second syllable.

CLOSED SYLLABLES

(Sample worksheet. Each exercise can take one full page.)

Circle the closed syllables.

Does it have just 1 vowel? Does it end with a consonant?

leg crash pan at net

cup bat pant stand on

bobcat lipstick commitment insulted

unlock helmet badminton fragment

One of each pair is a closed syllable; one isn't.
Circle the closed syllable.

tan tree out man pie back

tone tress ant moan pin cake

Circle the closed Nonsense syllables. Underline the short vowel in the syllable.

mestab atlen peltinreg slogrenfest

tanlig plosted flinbidman attingcon

SYLLABLE TYPE 2
THE R - CONTROLLED SYLLABLE

- has 1 vowel, followed by r
- The vowel sound is neither long nor short. It is controlled by the r.

THE VOWEL SOUNDS ARE:

/ar/ as in car - /or/ as in Ford

er, ir, ur, all sound alike as in **her:** her, bird, church

R - CONTROLLED SYLLABLES

(Sample worksheet. Each exercise can take one full page.)

Circle the r - controlled syllables.

first fort forgot cart turncoat bird perch

scorch burning barker garter partner forester

Circle the r - controlled syllables. One syllable in each pair is r -controlled, one is closed.

tern prank form truck firm cork bran

trend park from Turk frill crock barn

Circle the r-controlled syllables. Underline the closed.

tender sermon hundred sharpening

blister horrid comfort bartender

master forget market circumstance

Circle the r-controlled nonsense syllables. Underline closed.

flortab pratcher corbin grotcarpin

strinbar drinfar glurding ercherdorn

gorpin larting firborn perturning

SYLLABLE TYPE 3
THE SILENT - e SYLLABLE

(also known as: vowel - consonant - e syllable)

- The syllable has a vowel, then a consonant, then an e.

- The first vowel is long.

- The e is silent. It is there to make the first vowel long.

mine hope bedtime whalebone

Exceptions
English words do not end with the letter **v**, thus e is added to keep **v** from ending the word. **v** cannot be doubled, so in any word it may or may not turn the preceding vowel long.

Example: save - Final e turns the a long.
have - Final e just allows /v/ to be last sound.

SILENT E SYLLABLES

(Sample worksheet. Each exercise can take one full page.)

Circle the silent - e syllables.

make mule tote compare dispute trombone

vote rate stare dislike expose clambake

Circle each silent - e syllable. Underline closed syllables.

mack take spire inspire confuse annex

whalebone mistake lament spate fine cuteness

Circle each silent - e syllable. Check the r -controlled

enrage entire surprise forbidden perforate

pulsate hermit cahsmere intercede borderline

Circle the silent - e NONSENSE syllables. Underline the closed syllables. Check the r - controlled syllables.

flome aglide triglume plospentine

brate orlane unvere ferderclap

tob undost slorstine sponderprute

SYLLABLE TYPE 4
THE OPEN SYLLABLE

- Has 1 vowel - Ends with the vowel - The vowel is long.

me so flu why relate **sky**line

Exceptions :
The vowel in an **unstressed** open syllable may have the neutral schwa sound: like the a in about; the 2nd e in elegant; the i in luckily; the o in advocate. The sound falls between short u and i, sometimes almost disappearing as the o in bacon.

OPEN SYLLABLES
(Sample worksheet. Each exercise can take one full page.)

OPEN AND CLOSED SYLLABLES
Write 0 after all the open syllables; mark the long vowels —.

Write C after all the closed syllables; mark the short ˘.
(Some of the syllables are words. Some are not.)

pro she pen we cast fly pri on tru

my gla sho pla bro tick the shy pre

OPEN AND CLOSED SYLLABLES
Circle the open syllables. Underline the closed syllables.
When there is 1 consonant separating 2 vowels, first try splitting the word **before** the consonant.

si lent de pict spo ken detach final

can did pre sent sal ad dentist open

OPEN AND CLOSED SYLLABLES
Circle the first syllable. Mark its vowel long — or short ˘.

valid frantic over wafer Polish pretend salad

vapor fragrant even acorn polish preference saber

OPEN, CLOSED, SILENT-E, AND R-CONTROLLED SYLLABLES
Separate the words into syllables. Mark the long ¯ and short ˘ vowels. Write R over the r - controlled syllables.

whiskers produce obtuse astonish calculate

market stampede deliver egotist carpenter

rotate radar disarm underrate cupid

SYLLABLE TYPE 5
THE CONSONANT-LE SYLLABLE

- Has 3 letters: a **consonant,** an l and an **e.**

- The **e** is silent. The **consonant** and l are blended together.

lit**tle** grum**ble** ta**ble**

Note: double consonants before the le indicate that the preceding syllable will have a short vowel: **puzzle, ankle**

A single consonant preceding the le indicates a preceding syllable with a long vowel sound: **bible, cradle**
Le is usually the last syllable in multisyllable words.

Exception:
- Where the last syllable is a suffix: scuffling, thimbleful
- Where the word is a compound word: cobblestone, handlebar

THE CONSONANT - LE SYLLABLE

(Sample worksheet. Each exercise can take one full page.)

Circle the consonant-le syllable.

peddle
apple
table
simple
nettle
maple
mumble
bundle

CONSONANT-LE, OPEN, CLOSED, R-CONTROLLED SYLLABLES

Circle consonant-le syllables. Mark vowels in closed ˘ and in open syllables ¯ . Put R over r-controlled syllables.

boggle
fumble
startle
cradle
simple
tumble
staple
fiddle
girdle
dazzle
bible
gargle
dimple
struggle
curdle
jiggle
turtle
able
trifle
truffle

CONSONANT-LE NONSENSE SYLLABLES

Circle the consonant-le syllables. Mark vowels in closed syllables ˘ , and open syllables ¯ , and r - controlled .

shimble
gardle
fuzzle
fargle
pindle
fatle
zindle
spratleness
noggling

SYLLABLE TYPE 6A
THE VOWEL PAIR SYLLABLE

LONG VOWEL SOUND

- The vowel pair syllable is two vowels side-by-side making one sound.

- Usually the first vowel is long, and the second is silent.
"When 2 vowels go walking, the first one does the
talking, and says its name."

LONG VOWEL SOUND

a	e	i	o	u
ai, ay	ea, ee ei, ey	ie	oa, oe ow, ou	ue, ui.
maid, may	leaf, seen seize, key	pie	boat, oboe slow, soul	value suit

Note:
Occasionally this syllable will have the short sound, or an r-controlled sound. Rarely the second vowel will be long.

THE VOWEL PAIR SYLLABLE
LONG VOWEL SOUND

(Sample worksheet. Each exercise can take one full page.)

Circle the vowel pair syllable.

haystack playmate pursuit suitable

steamboat railroad teacher unreachable

VOWEL PAIR, CONSONANT-LE, OPEN, SILENT-E, R-CONTROLLED, CLOSED, SYLLABLES

- **Circle the vowel pair syllable. Underline the silent-e syllable. Box the consonant-le syllable. Put R over the r-controlled. Mark the vowels in the closed ˘ and open syllables ¯.**

sailor stairway seaside beetle

teamster degree ordeal oatcake

VOWEL PAIR NONSENSE SYLLABLES

- **See directions above.**

sheadpod skinkjeap flayble troatfilser slaymus

quainpest graindle borbey umbuggaiter snilspeat

priestrum gearflub fainrite stimbarkey feepmarsh

SYLLABLE TYPE 6B
THE VOWEL PAIR SYLLABLE

DIPHTHONGS

- The diphthong syllable is two vowels side-by-side making one sound, a sound that neither makes alone.
- Usually the two vowels combine to make a **new** sound, not short, not long, not r-controlled. The vowel sound slides from one vowel to the other in the same syllable.

oi, oy	ou, ow	au, aw	oo	oo
oil	house	auto	fool	foot, look
boy	cow	saw	school	good, flood

THE VOWEL PAIR SYLLABLE
DIPHTHONGS

(Sample worksheet. Each exercise can take one full page.)
Note: teach one diphthong sound at a time, go slowly.

Circle the diphthong, a new sound, not short or long.

boiling	soybean	voice	spoiled	enjoy	coined
southwest	hounded	growl	pounding	flower	bowwow
thawing	yawned	lawn	nautical	faucet	southpaw
wooden	bookish	manhood	goodness	bloodiest	
foolish	brood	poopdeck	coolest	mooning	coon

Circle the diphthong, a new sound, not short or long.

outlaw	loudly	yawning	adulthood
adjoining	understood	flowerpot	poison
untaught	exhaust	dawning	crawling
enjoyment	founder	soundlessly	powerful
crowded	crooked	woolen	oyster
goodness	moisture	laundromat	looking
avoid	floodplain	scoutmaster	roundhouse
drawbridge	tenderloin	cookbook	astronaut

THE SCHWA

The schwa is a washed out or neutral vowel sound made by any of the vowels, except "u". Its sound falls somewhere between short u and short i. It sounds like the "a" in "about", the second "e" in "elegance", the "i" in dedicate, and the "o" in custody. Sometimes it seems to wash out to the point of nonexistence as the "o" in "bacon" or "u" in "campus".

It occurs in an unstressed open syllable, and can be in the beginning, middle or end of words.

IN THE BEGINNING OF WORDS

Circle the schwa.

about
among
around
along
attack
alert
affect
apart
attend
assort
adopt
assunder

IN THE MIDDLE OF WORDS

Circle the schwa.

divisible
infallible
delegate
magnitude
dedicate
levitate
malady
oratory
mandible
original
litigate
manatee
luckily
diplomat
optimum
mandolin
legacy
courtesy
navigate
cyclotron
detonate
macaroni
liniment
curative
advocate

AT THE END OF WORDS

Circle the schwa.

comma
extra
cafeteria
umbrella
Florida
cola
vanilla
opera
Canada
bazooka
algebra
Atlanta
Martha
banana
bacteria
Virginia
drama
Australia
camera
Godzilla

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